

# UBEA

*Business Education*

# *Forum*

NOVEMBER, 1957

VOL. XII, NO. 2

UNITED BUSINESS EDUCATION ASSOCIATION

*In This Issue*

- NEWS OF UBEA AND THE AFFILIATED ASSOCIATIONS
- TYPEWRITING
- SHORTHAND
- BOOKKEEPING
- GENERAL CLERICAL
- BASIC BUSINESS
- OFFICE STANDARDS
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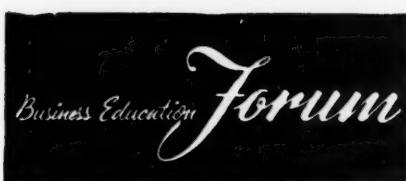
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## CONTENTS

NOVEMBER, 1957

Volume XII, No. 2

### THE TYPEWRITING FORUM

#### Featuring:

	Page
Some Confusions in the Teaching of Typewriting (Editorial)— <i>Larry W. Erickson</i>	5
Teaching the Letter Keyboard— <i>D. D. Lessenberry</i>	9
The Need for Motivation in Typewriting— <i>S. J. Wanous</i>	11
Building Problem and Sustained Production Skills— <i>Jerry W. Robinson</i>	14
Prognosis in Typewriting— <i>John L. Rowe</i>	16
Selected Devices for Teaching Typewriting— <i>Harves Rahe</i>	18

### UNITED SERVICES FORUM

Shorthand: Shorthand Motivation From Autumn To Spring— <i>Nellie Ellison Dry</i>	21
Bookkeeping and Accounting: Economic Literacy—A Suggested Method of Teaching Bookkeeping— <i>Theodore Fruehling</i>	23
General Clerical: Typewriting in the Office Clerical Course— <i>Carlos K. Hayden</i>	24
Basic Business: Let's Take Inventory— <i>F. Kendrick Bangs</i>	25
Distributive Occupations: The Community, the Local Merchants, My Students, and a Salesmanship Course— <i>Godfrey E. Huber</i>	26
Office Standards and Cooperation With Business: Let's Be Realistic About Standards— <i>Vern Frisch</i>	28
International: Business Teachers for Turkey— <i>Donald J. Tate, Lester I. Brookner, and Anthony R. Lanza</i>	29

### THE UBEA FORUM

UBEA in Action	31
Affiliated, Cooperating, and Regional Associations	37
Mountain-Plains News Exchange	39
The Future Business Leader	41



The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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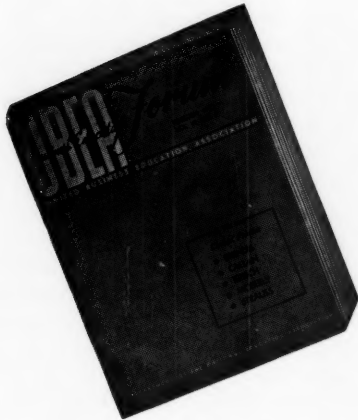
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## In This Issue

► The editor of the Feature Section (pages 9-20) of this issue has assembled a group of excellent articles covering many of the problems that teachers encounter in typewriting. This section alone is well worth the price of a year's subscription to the FORUM.

► If you teach subjects other than typewriting, the Services Section (pages 21-30) in this issue provides articles on a variety of topics. Each article is well worth the reading time.

► The UBEA-Smead Award winners are presented in the In-Action Section (pages 33-36) of this issue. Selection of the winners was made by committees in the respective colleges. Also presented in this issue are members of the UBEA 10,000 Club. Both groups are to be commended by the entire membership of UBEA.

► The FBLA Section (page 41) speaks for itself. The National Association of Secondary-School Principals has placed the FBLA public speaking contest on the Approved List of National Contests and Activities for 1957-58. FBLA is one of the major activities sponsored by the United Business Education Association.

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—H. P. G.

Editor: Typewriting Forum  
LARRY W. ERICKSON  
University of California  
Los Angeles, California

## Some Confusions in the Teaching of Typewriting

THE TEACHING OF TYPEWRITING has been and continues to be characterized by a variety of confusions. These confusions, of one kind or another, may actually hinder or retard the development of typewriting skill. It may be trite to say that everything that happens in the typewriting classroom affects, in one way or another, the ultimate typewriting performance of students.

*"Ends" and "Means" Confusion.* Aristotle is reputed to have said, "One learns to be a good flute-player by playing the flute. One also learns to be a poor flute-player by playing the flute." Presumably, too, students learn to be good typists or poor typists by typewriting! Ordway Tead suggests that the quality of the learning "depends on the standards of excellence held up." Is it not possible, however, that in the typewriting classroom we have been striving incorrectly towards "standards of excellence" which not even the experienced typist can meet? Often, too, the "standards of excellence" are defined only in terms of speed and accuracy. This has led to a confusion of "ends" and "means." Most typewriting teachers would agree that speed and accuracy, when properly viewed, should be, in fact must be, one of the desirable "end" goals of typewriting instruction. But if we force students to meet certain rigid "standards of excellence" in terms of speed and accuracy as they are learning to typewrite, are we not making these "end" goals the "means" to the end? This is one of the areas of typewriting instruction in which it may well be that we set up blocks to student progress. The confusion seems to arise from too early an insistence on too high a degree of accuracy in typewriting. Accuracy of copy is made one of the "means" to the "end" goal of accuracy. If this is a desirable practice, then the question might be asked, "Why don't we require the same of speed?" The response would probably be, "This is silly since the beginning students cannot type with any semblance of speed in sequence." Yet, is it not equally "silly" to require students to meet a certain standard of accuracy of copy from the very beginning and to grade them on their ability to meet this standard when they are no more equipped to do this than they are equipped to type with speed?

Developing a high degree of typewriting skill is a very complex process involving a differentiation and a refinement of "cues" coupled with a continual correction of faulty techniques of typewriting form. This can be illustrated easily by a reference to the beginning typewriting student. At first, this student makes use of an obvious cue (sight) to check his typewriting performance. In the beginning the student will, therefore, need to look as he makes the exploratory reaches to keys, and if he is not allowed to look, he will "peek" when the typewriting teacher isn't looking! Initially, too, the student needs to make use of a variety of cues (visual, auditory, kinesthetic or muscular, tactile or touch) as he evaluates his typewriting performance. Development of typewriting skill becomes a process involving a differentiation and a substitution of cues as the student learns to make finer and finer cue discriminations. As he

## Editorial (continued)

gains confidence and skill, he soon finds that the right key stroke feels different from the wrong key stroke. His fingers on the keyboard feel right in one position, wrong in another. It is at this moment that accuracy begins to evolve. As the student continues to discard unneeded cues and becomes more and more sensitive to delicate cue signals both speed and accuracy improve. This means that in the beginning stages the error-tolerance limitation (the number of errors allowed) should be rather liberal. As skill grows, the student can be held to higher and higher "standards of excellence" as he is progressively led toward one of the end goals of typewriting instruction, speed with accuracy.

*Typewriting Practice Confusions.* Another of the confusions in the typewriting classroom concerns the exact function of practice. It is one of the functions of practice to aid in the development of a pattern of good typewriting techniques which lay the groundwork for the development of speed and accuracy. Practice is necessary in order to fix certain basic responses; but it is often assumed, incorrectly, that "what is practiced is learned" and all that is necessary is to provide students with plenty of opportunity to practice their typewriting. Practice of itself, however, may have undesirable effects. When practice becomes monotonous drill, or when a "standard of excellence" is so rigid that it is almost impossible to meet it, the students often rebel against the learning and they actually learn not to do what is practiced. It becomes quite clear that having a "chance to practice" a skill is not enough. Unless the practice activities lead to goals the students care about, or they are motivated to care about, and provide for evaluation of the consequences of the trial responses made during the practices, little learning ensues. The setting of realistic goals and the evaluation, at least in the beginning, must be done with the aid of the teacher. A beginning typist hardly knows how to tell what is wrong and he can only correct his responses when he knows exactly how and when to correct them. The evaluation cannot be made by checking typing papers; it is done by checking (observing) students at work. When a student's typing response is poorer than it should be, this suggests something that he has overlooked or misinterpreted in the instruction. It is then that it is extremely important for him to watch the teacher, or someone, demonstrate the performance expected. By comparison of his typing response with that demonstrated by the teacher, the student will gain insight into what he has overlooked. Along this same line, another confusion exists in connection with practice periods and explanations given by the teacher. If a student practices without knowing the correct general pattern of the typing task, or the purpose of the practice, he may fix wrong responses, or he may become discouraged and practice in a mechanical, futile fashion. On the other hand, if he is given large amounts of explanation (e.g., the

teacher talks too much) before he knows anything about the nature of the typing task or drill, he will understand little of the explanation and often care less. In the typewriting room, there must be an interplay between explanation, demonstration, imitation by students, and further explanation and demonstration. Skilled typewriting performance is attained when the practice is purposeful, when the teacher helps the students evaluate their typewriting performance, and when the teacher demonstrates the various aspects of a skilled performance and calls for imitation of the demonstration by the students.

Another important function of practice is to give the students experience with the actual "cues" they must use if they are to reach skilled performance levels. The beginning typist, through practice, learns what the reach to a certain key on the typewriter feels like. It is something he must experience through practice; he cannot possibly be told in words how to recognize this feeling. When the practice is purposeful and it is evaluated, the student begins to recognize the proper motion patterns in his own sense organs, and he learns to detect these patterns with increasing rapidity. All this indicates that one of the simple yet pervasive principles that should guide our planning for good typewriting instruction is the *proper use of practice*. Both variety and repetition with purpose are needed—variety, so that the students will be challenged to improve all aspects of the skill; and repetition, so that the skill will be integrated and further developed. The repetition, of course, must not be just a repeat performance of the same responses. This will lead to little or no improvement. The repetition should involve some variation in the character of the original performance. The teacher may need to point out and demonstrate the ways that improvements can be made in the student's performance, or he may need to ask the student to practice the material being typed at various "levels of practice" and to pay attention to selected technique factors.

*Grading Confusion.* Still another of the confusions in typewriting seems to stem from the desire on the part of the teacher to grade nearly everything that the typewriting student produces. It is small wonder that someone has remarked that "typewriting teachers never die, they just grade away!" Most of the papers that the student produces in the beginning stages should quickly find their way into the wastebasket. Except as the teacher may glance at such papers for "diagnostic" purposes, they should not be graded. Rather than becoming a "paper checker," the teacher could spend his time more wisely in improving instruction, in questioning and justifying the things being done in the typewriting classroom, and in evaluating the students, and in attempting to find new and better ways to help students learn. If typewriting papers must be checked and

(Please turn to page 13)

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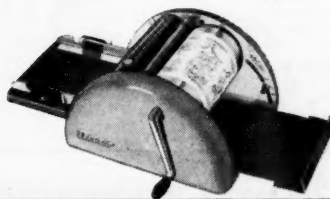
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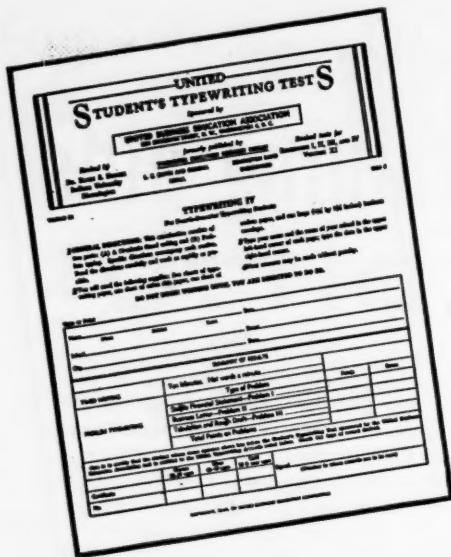
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# THE *Forum*

## Teaching the Letter Keyboard

### Some Important Factors to Consider

By D. D. LESSENBERRY  
University of Pittsburgh  
Pittsburgh, Pennsylvania

**L**EARNING IS DISCOVERY. Beginners learn to typewrite by discovering how to make the most efficient motions in the sequence of strokes and in controlling the operative parts of the typewriter. Some learners just happen on this discovery; most must be guided into making it and must be taught how to discard the early clumsy or faulty motions and substitute those that are efficient.

When a student starts the important learning of the letter keyboard, he has little, if any, insight into how learning to typewrite takes place. The teacher knows, as the learner cannot, what motions are efficient and those that are wasteful. He also knows, as the learner cannot, what a particular practice method will do to improve learning. This is why teachers teach typewriting and do not assign lessons to be completed. It is why teachers must have an insight into how learning to typewrite takes place.

*Get ready to teach.* Know the equipment and how to use it. If the desks don't give the right typewriter height, use lift boxes that will raise the manual machine so the forearms of the typist are at a 30° angle and the hands are parallel to the slant of the keyboard. Most desks will provide a satisfactory 12° angle for operating the electric typewriter.

Lettered keyboards are an aid to quick coverage of the reach-strokes and a help in building skill in touch typewriting. Use them if you can get the typewriters so equipped.

It is the teacher's responsibility to teach the students to typewrite. If this calls for some modification of the lessons in the textbook, at least the manual telling how the lessons are to be taught should be studied before modifications are made. If new procedures, "tricks of the trade," or other spurs to better typewriting are to be added, be sure they are woven into a pattern of smooth, planned classroom activity. This is what method means. It is "a way of doing something in accordance with a definite plan."

*Teaching the letter keyboard is important.* It is in these early lessons that the basic techniques are to be initiated: stroking the keys with quiet, almost motionless hands and arms; manipulating the typewriter with appropriate speed and control; reading the copy first

by letter response and then by word-recognition or combination response; and learning to typewrite with continuity while holding the eyes on the copy. These techniques are basic at all levels of the skill. They must be initiated in the letter keyboard lessons and skillfully improved through right practice in succeeding lessons. To initiate means "to begin, to set going." In spite of there being so much to do and so little time in which to do it, the good teacher will "begin" with a minimum of time taken for class organization and explanations.

*Simplify the first day's teaching.* Learning is facilitated when it is as easy as possible and as complete as necessary. Before the class begins, do all you can to simplify the work of the first lessons. Place the textbook on the desk to the right of the typewriter; adjust the machines for single spacing and for the desired line length (with the stop for the right margin moved to the end of the scale so the bell won't ring); and set the ribbon control for the upper part of the ribbon. The "floating teacher" who cannot have access to the room before the students arrive, can have the machines used as they are left by the preceding class. Any line length and either single or double spacing can be used until the class gets started; then the teacher can quietly move around the room and move the right margin stop for a long enough writing line.

Good students often have to endure being taught what they already know. Most beginners know enough to get the paper into the typewriter—but not, perhaps, skillfully. Let them insert the paper in their way, then demonstrate the right way to do it. Tell them to remove the paper, then demonstrate the easy, correct way to do it. Demonstrate everything they are to learn. The teacher can and must help the students in learning motor skills by frequent demonstrations.

*Follow a pattern of procedure for teaching the new reach-strokes.* Economy in learning time will result from the use of a uniform pattern for teaching the new reach-strokes. Direct the students to look at the textbook illustration and note the visual clues that identify the controlling finger; then have them look at the keyboard of the typewriter and locate the key to be controlled and get an "eye picture" of the direction and the distance of the reach to the new key. Have them

watch the finger make a few experimental reach-strokes. Sight effectively guides the finger in making the initial reach-stroke. This watching the finger is limited to the initial practice and discouraged in continuity typewriting. It is not permanent and will not persist under the spur of pressure for increased stroking.

This first typewriting should be at approximately ten words a minute. The students need to typewrite without feeling hurried or confused. Within two or three practice periods, the stroking will improve in rate and quality. Much of the typewriting should be from dictation. The teacher can dictate and still move around the room to observe students at work and correct glaring faults in technique, such as the wrists too high or too low, excessive movements of the elbows, use of the wrong finger, and the like. If a student is permitted to continue to make incorrect motions without correction of the technique involved, best achievements will be thwarted. Still, in the first lesson the teacher has to know what not to see as well as what to see and correct. Don't expect too high a degree of technical competence at first and don't keep drilling on a particular motion to get a high degree of skill. Be content to initiate the right techniques and let the daily repetitive drill bring the needed improvement.

*In the second lesson, set up a standard procedure for getting ready to typewrite and for the uniform parts of the lessons.* Clear the desk of unneeded books and papers; place the textbook to the right of the typewriter, the paper to the left; make necessary machine adjustments; take the correct position; begin at a slow and controlled rate and increase the stroking rate gradually. In the next few lessons, add to the standard procedure as new parts of the typewriter are taught. But follow much the same procedure in teaching Lessons 2-4. This sameness in procedure will give the students a feeling of knowing what is to be done. Students tend to learn better when new knowledge is related to old or established understandings.

Pace the typewriting at an unhurried rate. Let the students get the feel of the typewriter and develop some confidence in their ability to do what is expected of them. Typewrite with them, pacing the writing at 10 to 15 words a minute. Give special attention to building a smooth return of the carriage and an unhesitating start on the next line. Increase the rate to 18 and then 20 words. Forcing the rate is desirable when the forcing permits a measure of success and does not result in frustration. Unison drill can be used in these first lessons for a part of the period to teach the students to move promptly from one stroke or word to the next. Some beginners tend to freeze to the final letter of the word and hesitate to space and to attack the next word. Unison typewriting can help to overcome this difficulty.

Much of the practice must be at individual speeds. Direct the students to keep the carriage moving. They must of necessity typewrite by stroke response because they aren't skillful enough to do otherwise; but observe their lips to check the tendency to verbalize or to say each letter as it is typed. As this individual work is done, call cues for technique improvement, such as, eyes on the copy; curve the fingers; quick carriage return; and so on. Give all such directions in a quiet voice and in an unhurried manner.

*Direct dictation is important.* Dictate isolated letters at first; then two-letter words. Demonstrate the way to typewrite the short words by word-recognition response. Tell the students to think the word and let the fingers follow whatever impulse comes; then demonstrate again. Be content with whatever typewriting response the students can make at this time. Persist in giving daily dictation. Little by little the stroking will speed up and the transition from letter response to word-recognition response will be made.

*Keep them typewriting.* The students must get maximum practice in each class period. Each new learning should be demonstrated; then practice based on the demonstration should follow. A demonstration will help the students learn efficient control of the operative parts in a minimum of time and brief, daily demonstrations will set the pattern of stroking rate and provide a vivid picture of good techniques needed for building maximum skill. *Show-how* is far better than *tell-how*. When the teacher talks, the students can't typewrite. Since learning comes from right practice, teacher talk must be held to a minimum and be directed to the immediate purpose of the practice and given in brief, action-impelling words. The teacher succeeds who creates a classroom climate favorable for learning and then keeps the students working purposefully, thoughtfully, and confidently.

*Homework in typewriting is desirable.* A typewriter is not necessary for homework in typewriting at this stage of learning. Mental typewriting will speed up the learning of the keyboard. It strengthens associations. This practice has to be well motivated and it is not a substitute for practice at the typewriter; rather, it will make actual typewriting easier. Have the students write down a list of six to ten or a dozen words that can be typewritten with the reach-strokes that have been taught, and tell them to "imagine" their fingers in home position on a mental keyboard; then tell them to typewrite the words. If they "imagine" hard enough, the fingers will move in response to the thought of the words. This is good supplementary practice for the keyboard learning, but it must not be overdone, of course. Ten to 15



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*"Timing acts as a spur to improvement and approval acts as encouragement to further growth."*

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minutes of this kind of out-of-class practice will probably be the limit of its usefulness at a time.

Use the fifth or sixth period for "catching up" with the learning. Do not teach any new reach-strokes or new machine parts for a period. Begin to apply a little planned pressure for speed. Select an easy sentence of 10 or 12 words. Time the writing for one minute. Find out how many completed the sentence or nearly completed it. From this brief checkup, you will know whether to select a longer sentence for the next writings or give repeated timings on this sentence. If a considerable number of students fail to finish the sentence in one minute, give some half-minute writings with the goal of adding just one word each time a new half-minute timing is begun. A half-minute writing is primarily for motivation; a minute writing is for skill building. Use both, but use the technique of guided writing for a full minute, calling the guide each 30 seconds to try to force the writing rate to 20 to 24 words a minute. Guided writing will cause the students to stretch for a new goal, but the guides will give some assurance that the stretching is effective.

After four or five attempts to reach a high goal, assign a new sentence. Advance the goal for the whole class or have individual students advance the goal as they succeed in writing at a specific rate. Make no attempt to check the errors or determine the exact number of words completed. A high level of competence can be attained by pushing directly for increased speed and temporarily ignoring the errors. Occasionally have the students put a pencil mark beside the writing in which they completed the most words. This will be evidence

that the rate is being increased. You will know that the increase most likely will be at the temporary expense of accuracy, but accuracy of the word or line is not the goal at this time.

The range in stroking rates under this first major pressure for speed will be great. Be glad for the rapid rates, but don't write off the slow ones. Many of the students will be "late bloomers" who will come through later. All of them will get a lift from this experience in building faster stroking even though they will not be uniformly successful. One period of this is probably enough at this time. Get on with the lessons in which the remaining reach-strokes for the letter keyboard are taught.

It is much too early to be concerned about measurement, but if it is necessary to have some record for each student, record a few of the best *gwam* (gross words a minute) made on one-minute writings. A general appraisal of techniques can be made without any great exactness, but a technique appraisal may furnish as good a basis for establishing an early grade as any other.

Don't expect the impossible in nine or ten lessons. If the students are showing improvement in continuity of stroking and in the ease with which they typewrite, be content so long as their effort is undiminished. Praise generously. Time the writings often. Timing acts as a spur to improvement and approval acts as encouragement to further growth. All normal, industrious persons can learn to typewrite. Believe this to be true. Belief is magic, and when the teacher and the students work hopefully and confidently together, appropriate speed and ultimate control will be assured.

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## The Need for Motivation in Typewriting

### ■ Use Meaningful Goals and Incentives

By S. J. WANOUS  
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"THE TEST OF A BOOK," said Ernest Hemingway recently, "is how much good stuff you can throw away." In teaching as in writing, one must have an over-supply of "stuff" from which he may draw if he is to do a truly good job.

Certainly there is no dearth of material on the teaching of typewriting. There is much help to be had for the reading. Still if the teacher's effectiveness depends on the "good stuff he can throw away," there is need to keep supply lines filled with new ideas.

Perhaps the most significant aspect of building skill in typewriting is the attention that the teacher gives to motivating the student. Without motivation there can be very little learning. All psychologists agree on this point. The contributor will consider some of the ways in which motivation can be developed. He will attempt to evaluate the ideas given according to generally accepted principles.

#### Set Meaningful Goals

According to Gates, learning is most efficient when the activities to be performed are the means of attaining goals or satisfying basic human needs. (2:319-20) Let us deal first with some thoughts on setting goals.

**GENERAL PRINCIPLES.** In developing motivation, short-term goals are more powerful than long-term ones, clear goals are better than vague ones, and goals closely associated with the job at hand are stronger than remote goals. In typewriting, the aim of each drill should be clearly understood by the student. If it is, progress will be more certain than when the teacher reminds the students, from time to time, that the rate for a B grade at the end of the semester is 50 words a minute or that the best jobs go to students with the highest rates.

**EXAMPLES OF MEANINGFUL GOALS.** Such statements as these should be heard often in the typewriting classroom:

Let's typewrite this drill again. Try to raise your rate by four words.

Try to get all the capital letters on the line as you typewrite the next sentence.

Hold your eyes on the copy as you typewrite this paragraph.

Say each word as you typewrite it. Try to typewrite on the word level.

Lower your rate by eight words. Try to typewrite without error.

In each of the foregoing examples, the goal is an immediate one. It is clear and definite.

The use of paragraph copy similar to that given in the next paragraph is recommended for it enables each student to set an individual goal. It enables him to raise his goal for speed emphasis or to lower it for control practice. Quarter, half, and one-minute goals can be set by each student quickly to guide his practice.

Typing what you want to type is like saying  
what you want to say. Know what you want to  
say before you start typing. Choose the right  
words to give your story full meaning. You can  
write on the typewriter if you can think. Think  
and type.

Equally effective in motivating students is the practice followed by some teachers of having students typewrite in a brief statement the purpose of a drill before they write the drill itself. Having the students typewrite these aims in their own words adds strength to the practice, as it helps to individualize the goal and to make it clear to them.

Teacher demonstrations of inserting the paper, returning the carriage, typewriting on the word level, or using quick, sharp stroking are strongly recommended. When demonstrations are used properly, the goals are immediate and closely related to the job at hand. A

demonstration of the typewriting of "and was" on the word and letter levels or of returning the carriage with a quick flick of the wrist, that is immediately followed by student imitation, for example, will have made maximum use of meaningful goal-setting as a motivating device. The demonstration method of teaching makes goals clear. Its wide use in typewriting classes is highly recommended.

#### **Make Maximum Use of Right Incentives**

Well-chosen goals are needed in developing motivation. This part of the story has already been made clear. Goals in themselves, however, may do little to raise the interest level of the students. The wise teacher knows that she must provide a system of incentives to impel students to reach the goals that have been set. In brief, goals and incentives may be said to be two halves of the same problem.

**GENERAL PRINCIPLES.** The best incentives are those that are rooted in basic human needs. According to Cole, (1:112) students instinctively seek to escape blame, to gain praise, to attain security, and to overcome difficulties. Any behavior on the part of the teacher that is not in harmony with these needs will interfere with the student's capacity for learning.

Very clearly, the teacher of typewriting must work toward the establishment of a certain "tone" in his classes. This tone is one in which the student knows that he can rely on the teacher for genuine interest in his problems and help in solving them. This tone is punctuated by faith in the teacher's judgment. It tells the student that he can count on the teacher for constructive, helpful criticism rather than crippling or humiliating rebuff.

#### **Positive Versus Negative Incentives**

Studies on the use of incentives generally agree that positive suggestions are stronger than negative ones and that praise is stronger than reproof.

While positive, rather than negative incentives appear to be more effective in skill building, the Hurlock experiment (3:145-59) indicates that praise is the most effective incentive, reproof the next most effective, and indifference the least effective. A further statement regarding positive motivational incentives is made by Mursell:

It has been shown rather conclusively that positive social incentives have a better effect upon learning than negative incentives. Public humiliation, scolding, and reproof may even bring about a decrease in achievement; and the worst and most destructive of all such measures appears to be sarcasm administered in the presence of others. (4:301)

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*"Teacher interest in his subject has a way of 'rubbing off' on the students."*

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An example of a positive motivational device in typewriting is to reverse the penalty for errors and, instead, give a bonus for accuracy. That is, instead of deducting 10 words for each error made, a bonus of 10 words would be added to the gross for every 50 words without error. It is believed that such a device would have a positive effect on the elimination of errors.

Upon the completion of a writing, teachers frequently ask students to raise their hands if they are typewriting at 60 or 70 words a minute. As a rule, only high rates are called, and only two or three students in a class qualify for recognition. If the motivation of all the students is desirable to achievement, the teacher should ask for a show of hands at much lower rates and include the higher rates last. In this way each student can gain some recognition for his efforts.

The teacher's own enthusiasm for the teaching of typewriting is an important ingredient in motivating students, for teacher interest in his subject has a way of "rubbing off" on the students. A teacher must know his subject; he must keep up to date with new developments; he must have a genuine interest in the different types of difficulties experienced by the members of his class in learning typewriting. Such enthusiasm for one's work leads inevitably to the development of a dynamic, wholesome learning atmosphere in the classroom.

The superiority of intrinsic rewards and incentives has been generally accepted by psychologists. An intrinsic reward is one that is functionally and organically related to the activity; an intrinsic reward is one that is artificially related. The incentives of rewards, honor rolls, grades, pins, are essentially extrinsic and do not have the value of such intrinsic rewards as satisfaction, pride in one's own accomplishment, and the contribution of the individual to group achievement.

A measurable increase in rate, an improvement in accuracy, the ability to typewrite a theme or personal letter or to get a part-time job in which typewriting skill is needed, are examples of intrinsic rewards. If a teacher makes maximum use of these rewards, he can dispense with many of the extrinsic devices for motivating students with profit to himself and the students.

According to the principle of the superiority of intrinsic rewards, the pupil of typewriting should respond most effectively to the incentive of competition with himself, in trying to improve his own score. The pupil who makes some gain in a given period is the winner, regardless of whether the gain is from 20 words a minute or 80 words a minute. There is much to be said for such a goal, in pupil satisfaction, in improved morale, and in the enthusiasm of all the members of a class.

Another device on the same order is to record only the scores that are better than any previous ones. The teacher averages the scores on a number of straight-copy

tests for each student at the beginning of the semester. The average score is the base from which the individual student is expected to improve. A student submits for recording only the tests that are better than the average. The improvement may be either in words a minute (regardless of errors), or it may be in the same speed, but with fewer errors.

There are two decided advantages to this "new high" device. First, there is probably no more positive motivational incentive than to forget the failures and record only the successes. Second, the device reduces considerably the number of papers which a teacher must re-check.

Both meaningful goals and incentives are important to learning. The well-informed teacher of typewriting will provide both in motivating his students.

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#### Editorial

(Continued from page 6)

graded, and of course there must be some of this, the students should be trained to do most of this work. All students need to gain proofreading and evaluative skill. What better way is there than to teach them to check, evaluate, and grade their own typing papers? Such papers should then be rechecked by proofreading committees before they go to the teacher. The student who proofreads another student's paper in the typewriting classroom should sign his name on the paper as the proofreader. As the teacher spotchecks such work from time to time, one of his objectives should be to evaluate the proofreading.

It would be easy to list many other confusions in the teaching of typewriting. As typewriting teachers we should question everything we do in the typewriting classroom. Can each thing be justified according to sound principles of skill learning? Again, it may be well to remind ourselves that everything that happens in the typewriting classroom has what Kilpatrick has called a "forward reference." It either helps or hinders the development of typewriting skill.



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"... learn the nature of the problem—its form, its arrangement, and its special characteristics."

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# Building Problem and Sustained Production Skills

## A 4-Step Plan for Effective Teaching

By JERRY W. ROBINSON  
South-Western Publishing Company  
Cincinnati, Ohio

**T**HE MAN who said "Plan your work; then work your plan" surely had typewriting teachers in mind. He made his point with teachers of first-semester typewriting, for each new class sees the teacher sally forth with lesson plans and demonstration techniques in hand. But toward the middle of the second semester when the major emphasis changes from basic to problem skill building, something drastic happens—the well-taught lesson gives way to a modicum of teaching, a mountain of "copy" typewriting, and a ton of paper checking.

Careful planning of lessons, expert demonstrations, emphasis on techniques, and pacing and timing of students at work are just as effective in building problem and production skills as they are in developing the straight-copy skill that is basic to all other typewriting abilities. With this premise in mind, here is a plan for building problem and sustained production skills that has proved its effectiveness. The plan consists of four steps: (1) learning, (2) skill building, (3) measurement review, and (4) measurement.

### Step 1: Learning

In the first step of the plan, the purpose of the practice is to *learn the nature of the problem*—its form, its arrangement, and its special characteristics. In presenting the modified block style of letter, for example, the learning involves a review of the order of letter parts, setting the tabulator stops for making the needed indentations, proper spacing between the letter parts, and determining the marginal stops for the letter.

This step is taught first by inspection, a process in which the student and the teacher study together a labeled model that highlights the important items to be learned. The teacher guides and directs the attention of the learner. After the model has been studied carefully, the learning is reinforced by having the students type a copy of the model. This typing may be done individually; or perhaps a more effective way, used by a number of teachers, is for the teacher to type the model with the students, guiding the learning by restating the names of the letter parts and by indicating the points at which tabulating, indenting, and special spacing are required.

When the purpose of the practice is learning, no special emphasis should be placed on techniques, speed of performance, or accuracy of copy. Emphasis should be on exploring the new problem and on learning to arrange and typewrite it, not on speed and accuracy.

### Step 2: Skill Building

The purpose of the second step is to *build good techniques and speed* in the completion of problems. Good typewriting techniques developed on straight copy do not automatically transfer to the typewriting of problems; furthermore, some problems require the development of new techniques. It is necessary therefore to emphasize the techniques of performance in order to build speed in typewriting problems.

Before sustained production ability can be built, it is first necessary to develop high skill on individual problems, just as spurt speeds on straight copy are built before forcing students to sustain the rate on 10- or 15-minute writings.

**REPETITIVE PRACTICE.** Using again the example of the modified block style of letter, the first skill-building activity might be to have the student proofread carefully the model letter completed in Step 1 and to typewrite the letter again making the needed corrections. The repetition is helpful in building confidence and speed of performance, but the making of needed corrections avoids the boredom of mere repetition. The student should be instructed to typewrite at a well-controlled pace but to strive for continuity of stroking and for quick spacing between the various letter parts.

**TIMED PRACTICE ON OPENING AND CLOSING LINES.** Since we know that the lines of the opening and closing parts of the letter—not the lines in the letter body—are the ones that reduce the letter production rate, a second skill-building activity involves special timed practice on these letter parts. Have the student typewrite a 1-minute writing on the opening parts of the model letter (the date line through the salutation) and determine his rate. Using this rate as a base, have him add four words to that rate and take another 1-minute writing trying to reach the new rate. Repeat this procedure for three or four 1-minute writings, each time conditioning the student to improve by showing him how to increase speed by more efficient operation of the carriage return in spacing between letter parts, by more expert use of the tabulator bar or key, and by starting a new line more quickly after the carriage return or use of the tabulator. Follow the same procedure for perfecting techniques and increasing speed in the closing lines (the complimentary close through the enclosure notation).

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*"Good typewriting techniques developed on straight copy do not automatically transfer to the typewriting of problems."*

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**TEACHER AND TIME-INTERVAL PACING.** A variation of the timed practice on letter parts is the use of *pacing*, employed effectively by many teachers as a spur to skill building. Pacing may be of two types: teacher pacing and time-interval pacing. The first type (sometimes called the apprenticeship method) requires the teacher to typewrite a problem with the students at a preselected rate. If the purpose of the practice is to drive for speed, the teacher selects a rate that will challenge all the students. If the purpose of the practice is to build control at an appropriate speed, a speed is chosen that will pace most of the students at a rate they can maintain with relative ease. Using this type of pacing, the teacher typewrites each line of the problem with the students. As he does, he indicates "points of completion" to let the students know whether they are maintaining the rate being set. Such points in a business letter, for example, might be the date line, the inside address, the salutation, the first, second, and third paragraphs, the closing lines, and the reference and enclosure lines.

This procedure has three major values: (1) it gives the students an immediate goal toward which to work, (2) it forces the teacher to feel out the difficulties of the students, and (3) it offers a means for students to compare both the rate and quality of their performance with that of the teacher.

Time-interval pacing may be used instead of, but preferably in addition to, teacher pacing. When it is used, "points of completion" based on the time-interval needed to reach each point when typewriting at a specified rate are indicated. While time-interval pacing does not have all the values of teacher pacing, it does offer the real advantage of freeing the teacher to observe the students at work.

**TIMED WRITING ON THE WHOLE PROBLEM.** Skill building on business letter parts should be followed by timed writings on the entire letter during which the students are encouraged to put their improved techniques to work. The length of these writings may vary from three minutes for short letters in the beginning to 15 minutes on longer letters later in the skill-building program.

The use of timed practice on letter parts, teacher pacing, and time-interval pacing places the skill-building emphasis squarely where it belongs—on those elements that tend to slow up the production rate. The use of such procedures not only permits, but also encourages, the isolation of trouble spots for increased attention and drill. The practice of giving 3-, 5-, 10-, and 15-minute timed writings on individual problems makes possible the comparison of problem-copy rates with straight-copy rates for the purpose of guiding the next practice of the students and of conditioning the students to longer writings preparatory to sustained production work.

### Step 3: Measurement Review

The purpose of this third step is to *build sustained production skill on familiar copy*, as the word "review" implies. In this step the student is timed for from 20 to 30 minutes as he typewrites representative problems selected from those completed in the immediately preceding lessons. The emphasis here is upon (1) careful following of directions, (2) efficient arrangement of working materials, (3) profitable use of between-problem time, and (4) rapid disposal of completed materials. These are the elements that most affect the sustained production rate of the student. The gap between individual problem performance and sustained production is bridged by having the student repeat selected problems so that his attention can be focused upon attaining the highest possible rate for an extended time interval on familiar problems rather than on new problems.

### Step 4: Measurement

The purpose of this final step is to *determine the growth in typewriting power* as a result of the skill-building drives. To reflect real growth, the measurement must be of the performance on new, but similar, problems for a sustained period of from 20 to 30 minutes. On the basis of this performance, grades may be assigned.

In following this four-step plan for building problem and production skills, the student learns the nature of the problem before he tries to build skill on it; he builds skill on the parts of the problem and on individual problems before he tries to maintain a rate for a sustained period of time on a series of problems; he builds sustained skill by repeating previous problems; he measures his sustained performance on new problems only after he has built sustained skill on similar problems.

### Uses and Adaptations of the Plan

The four-step plan for building problem and sustained production skills has been illustrated here by the use of a single type of problem—the modified block letter. The plan can be used with equal effectiveness in teaching other kinds of office typewriting problems.

In teaching basic typewriting operations, such as letters and tabulations, about four-fifths of the time is devoted to learning and skill building and one-fifth to measurement review and measurement. In teaching the applications of basic operations (tabulation, for example) to such related papers as invoices, purchase orders, and bills of lading, about three-fifths of the time is devoted to learning and individual problem skill building, one-fifth to building sustained production, and one-fifth to measurement.

## Prognosis in Typewriting

### Can Typewriting Success be Predicted?

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**P**ROGNOSTICATION has always challenged the ingenuity of mankind. Many of the attempts to predict future events have been famous, such as astrology, phrenology, and the like; some have been successful and very valuable, such as weather forecasting. The ability to predict events with a measure of reliability permits man to exercise a greater control over these events or to avoid them entirely.

History teaches us that man has achieved an ever-widening control over physical nature. The modern age has been concerned with extending this control over human nature, and education has been its chief instrument. Education helps man to develop self-control in that it usually enlightens him as to his capabilities and limitations; it helps the individual to adapt himself satisfactorily to the complexity of his society. Educators have sought means of achieving this goal with a minimum of social and economic waste. Thus, psychological, social, and vocational guidance are widely offered today. It is with vocational guidance that we are concerned here, particularly in the field of typewriting, and with one of its popular devices: prognostic testing.

It appears that prognostic testing in education was originated in 1914 by T. L. Kelley, who was first to construct tests to predict achievement in specific subjects. Since that time prognostic testing has been used and abused widely in American education. Effective prognosis has been the means of successful vocational guidance. It has not, however, achieved the wonders that some educators and psychologists expected of it a few years ago.

#### Prognosis in Business Education

In business education, where specialized skills are involved, prognosis has been the stimulus for extensive research, as well as the subject of considerable debate. In 1941, a provocative article by P. O. Selby, entitled "Are Predictive Tests Reliable?" stirred many teachers and administrators out of their comfortable assurance that prognostic testing in business education was the answer to all problems of selection of students for business training. Selby summed up his findings relative to typewriting prognosis as follows:

Experiments have proved: that the correlation between typewriting success and the established intelli-

gence quotient is close to zero; that there is no relation between hand size, or finger length, or hand span and typewriting success; that there is seemingly no relation between finger dexterity and typewriting success; and that there is seemingly no relation between blood pulsation and typewriting. . . . Sex, stature, weight, age, race are not factors determining typewriting success.<sup>1</sup>

Selby concluded that no one has yet devised any process, analysis, or test that possesses sufficient reliability to merit credence. This was probably based on Selby's desire for absolute reliability in prognostic testing. No test will ever be devised that is not based upon probabilities. This being the case, we must make the most of these probabilities—as determined by scientifically prepared, administered and interpreted prognostic tests—to provide satisfactory educational and vocational adjustment for our students. These tests, of course, will be successful only to the extent that the requirements for success in a given skill are known. This aspect of prognostic testing for typewriting success will be discussed later. The point to be made here is that the controversy over the reliability of predictive tests may have left some teachers with the mistaken idea that such tests have little or no value and that there is no place for them in business education today.

These tests cannot be condemned wholesale for various reasons. To name but a few, business teachers have a responsibility to the business community to prepare students to fill their personnel needs satisfactorily. When second-rate students fail in their jobs, the reputation of the school is at stake. The school has the responsibility to its students to fit them for successful careers that are satisfying and productive. To meet these responsibilities, business departments must employ some instrument or means of selection when they guide students into the business curriculum. No measure that contributes to successful, responsible vocational guidance can be neglected entirely. Prognostic tests, in spite of their faults, do contribute to the successful discharge of these responsibilities.

Experience with prognostic testing in recent years has served to increase their reliability. The "laws" of probability are more clearly defined by the accumulation of statistics and through the contribution of continued

<sup>1</sup>Selby, P. O. "Are Predictive Tests Reliable?" *The Journal of Business Education*, October 1941, p. 13-15.



research. Even if we are satisfied with the reliability and efficacy of prognostic tests, the question remains as to when such testing should be administered and under what circumstances.

Insofar as typewriting is concerned, these past ten years have changed the standing of this subject in the curriculum. More and more, it is being recognized as a communication skill, a tool of literacy, for all students rather than a specialized vocational skill. The typewriter is rapidly replacing the pen and pencil in everyday usage as the instrument of business as well as social correspondence. This accounts for the rapid growth of typewriting courses.

It is a generally accepted conclusion today that everyone can learn to typewrite—at various degrees of usefulness. We have the outstanding examples of handicapped students who have learned to typewrite successfully to support this claim. We have the general endorsement of teachers in all school departments to support the claim that the skill is highly useful to the student during his school years. We have the satisfaction that we see on beginners' faces as they master the rudiments of the skill to support the claim that the subject is enjoyable and a worthwhile elective. So why should we discourage any student from learning this important skill? Why should we have to determine beforehand the probable or possible success of those students who elect the typewriting course? The only restrictions that appear justified here are those demanded by teacher, space, or equipment limitations. Of course, in instances where these limitations must be taken into consideration, some selectivity should be exercised—perhaps through prognostic testing—to insure that those students who are most likely to succeed in the skill are offered the course. These remarks apply to personal typewriting or beginning typewriting courses only.

#### **Prognostic Testing for Vocational Typewriting**

If the student elects the business course of study and plans to use the typewriting skill vocationally, a different set of circumstances prevails. Vocational success resulting in job satisfaction, career opportunities, the standards of business and the school business department, school facilities, and other important factors must be taken into consideration. Students should not be admitted indiscriminately to business courses. Teachers should concern themselves that students admitted to the business curriculum possess the abilities, capacities, and interests that will enable them to succeed in the occupation for which they are preparing.

It is useful to remind ourselves here that typewriting, in its vocational use particularly, is more than a motor skill—it is "intelligent behavior." A person may be

expert in the motor performance required in typewriting and still be unemployable as a typist or stenographer. The vocational typist must know how to apply the developed skill intelligently. Thus, typewriting is a complexity, a *constellation of various abilities*. That is why it is difficult to measure aptitude for vocational typewriting. Aptitude connotes general fitness for a vocation and no single test or measuring instrument can fully predict aptitude. If we say a student has an aptitude for vocational typewriting, we mean that he has certain abilities that are needed for the attainment of success in the skill or apparent capacities that can be developed into the necessary abilities during the vocational training period. We have distinguished here between prediction of success in the course of study and success in its vocational application. So if we are to determine aptitude for vocational typewriting, we must determine or measure these abilities or capacities. Aptitude and interest are the strongest factors in promoting success in any endeavor. *But*, we must know what constitutes successful vocational typewriting, *before* deciding what constitutes an aptitude for the skill and *before* prognosticating success in the skill.

#### **FACTORS THAT CONTRIBUTE TO SUCCESSFUL VOCATIONAL TYPEWRITING**

Let us now consider specifically the factors that coalesce in successful typewriting in its vocational use:

1. *Basic typewriting skill*—the ability to typewrite accurately at a rapid rate. Minimum rates of WPM for employability vary considerably. Schools should set up realistic standards based on occupational surveys, job analyses, and close contact with their business communities.

2. *An intelligence quotient of above-average or average* (depending on other considerations listed here)—the ability to take directions and execute them intelligently; the knowledge of proper procedure in usage of good form; the exercise of judgment.

3. *A familiarity with the mechanics of English*—the ability to proofread and to correct errors in spelling, punctuation, grammar, and form; a good working vocabulary; a knowledge of correct form for letter writing, manuscript writing, and outlines.

4. *Emotional stability*—the ability to work for long periods—sometimes under stress; the ability to get along in a spirit of co-operation with fellow-employees; the ability to adapt to various situations.

5. *Interest*—interest is one of the most important factors because it serves as an incentive to overcome deficiencies in any of the other factors—it is the spur to success; it insures vocational satisfaction and stimulates occupational achievement. (*Please turn to page 20*)

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"The purpose of every typewriting drill, exercise, or activity should be apparent to the pupils."

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# Selected Devices for Teaching Typewriting

## A Brief Review of Selected Research

By HARVES RAHE  
Southern Illinois University  
Carbondale, Illinois

OF THE HUNDREDS of research studies in typewriting that have been made during the past half century, many deal with methods and devices used in teaching typewriting. It is the purpose of this article to report some of the findings of these studies. Because the findings of the experimental studies seem to be rather inconclusive, they are not presented in this review. Instead, the results of four questionnaire and literature-survey studies are reported.

Much of the research in typewriting has been done by graduate students in business education working for graduate degrees. Because these students usually work under handicaps of various kinds (lack of time, shortage of money, limited experience in teaching and research work, or insufficient guidance in research procedures) they are frequently unable to conduct studies that give completely dependable answers to teaching problems. The studies do, however, suggest tentative answers. In most cases, these tentative solutions are better than mere guesses since there is some objective evidence behind them.

### Selected Typewriting Research Findings

1. Herndon, Frank M. "Some Classroom Activities for Motivating Instruction in Typewriting," Thesis, Master of Business Administration. University of Mississippi, 1948, 117 pages.

Dr. Herndon's findings were based on a review of the literature in the field. He classified these findings into the following general groups.

**ACTIVITIES RECOMMENDED FOR DEVELOPING CORRECT TYPEWRITING TECHNIQUES:** (1) The teacher demonstrates such correct typewriting techniques as body position while typewriting, paper insertion and removal, stroking, carriage throw, and use of shift keys. (2) Charts that show pupil progress, errors, and techniques which have been mastered are used to keep the pupils apprised of their accomplishment. (3) The teacher observes the pupils while they work and commends them for their use of correct typewriting techniques. (4) The teacher explains the purpose of every typewriting drill, exercise, and activity so the pupils know the reasons for and goals of every typewriting activity.

**ACTIVITIES FOR DEVELOPING SPEED:** (1) The pupils are taught to stroke the keys rapidly from the very first day of typewriting instruction. (2) The teacher shows

enthusiasm for speed. (3) The pupils keep records of their speed development and try to improve from day to day. (4) The teacher dictates words, phrases, and sentences because writing from a vocal stimulus helps to automatize and speed up typewriting. (5) The teacher assigns work for repetitive practice. (6) The teacher writes in unison with the class on the stroke level and on the word-recognition level. (7) The teacher tries to eliminate the fear of making errors so the pupils will "let themselves go." (8) The teacher encourages short speed spurts by conducting call-the-throw drills, selected-goal-and-guided writings, and speed sentence and paragraph practice.

**ACTIVITIES FOR DEVELOPING ACCURACY:** (1) The teacher observes each pupil while he typewrites, analyzes the errors he makes, and assigns appropriate remedial practice to eliminate recurring errors. (2) The teacher explains clearly the meaning of concentration and its relationship to typewriting control. (3) Control is developed early in the typewriting course by emphasizing correct typewriting techniques rather than the errors pupils make.

**OTHER ACTIVITIES:** (1) The teacher considers the interests and needs of the pupils when he selects the practical applications of typewriting to be taught. (2) The teacher exhibits on the bulletin board or elsewhere outstanding typewritten papers of the pupils such as letters, tabulations, and manuscripts. (3) The teacher keeps a record of the speed with which the pupils produce usable business and personal typewritten papers. The pupils are kept informed of their standing and accomplishment at all times. (4) The pupils are informed of the many possibilities that exist for them to use their typewriting skill in a practical way. (5) They are paid (fictitiously) for each usable typewritten paper they produce.

2. Murphy, Edna V. "A Survey of the Literature of Typewriting to Determine the Best Methods of Teaching the Subject," Thesis, Master of Arts. University of South Dakota, 1947, 49 pages.

Miss Murphy based the information presented in her thesis on the writings of such recognized leaders in the field as Blackstone, Clem, Hossfield, Lessenberry, and Smith. Some of the sources used were quite old, such as the books by Book (1925) and Clem (1929). Present-day opinion varies somewhat from the early writings.

Some of the findings presented in Miss Murphy's thesis are: (1) Correct stroking should be taught by demonstration from the very beginning of typewriting instruction. Correct posture at the machine is necessary if the typist is to write for any length of time without fatigue. (2) Metronomic rhythm is fatal to speed. (3) Speed and accuracy should be developed simultaneously from the beginning. (4) Proper motivation devices should be used to get pupils to work up to their full capacities. (5) Teachers should examine the errors pupils make and remedial instruction should be provided to eliminate errors that persist. Pupils should discover their own errors and prescribe their own remedial exercises whenever possible. Penalizing all errors equally is hardly fair for errors differ in seriousness. (6) Beginning pupils should be graded mainly on typewriting technique, not on the quality and quantity of typewritten pages they produce. Correct technique is basic to speed and accuracy development. Basing a grade on net copying speed alone is faulty for there are many other abilities a typist must have. In advanced typewriting courses grades should be based on the pupil's improvement from the beginning of the course, on his dependability in fulfilling assignments, and on his ability to do vocational typewriting. (7) If pupils are timed regularly on straight copy, tabulations, letters, outlines, and rough-draft copy, they will be helped to eliminate waste movements in this type of work. (8) Pupils should be taught to proofread their work accurately and quickly. They should be held responsible for finding and correcting their own errors.

3. Speck, Eldred C. *"Teaching Aids and Devices for Typewriting, Shorthand, and Transcription," Project, Master of Arts. Northwestern University, 1948, 61 pages.*

Mr. Speck's purpose was to list and explain certain aids, devices, and suggestions for the teaching of typewriting, shorthand, and transcription. The findings are based on a survey of the literature. Selected findings are classified into these general groups.

TEACHING THE BEGINNING TYPIST: (1) The teacher should demonstrate typewriting techniques frequently. (2) Directions and explanations should be brief and concise; most of the class period should be spent in actual typewriting. (3) The class period should be broken into short periods of work and relaxation. Class drills should be short, snappy, and intensive. The relaxation periods should be used for giving demonstrations and explaining new work. (4) Words that denote specific types of action or technique should be used by the teacher. For example, the pupils should be directed to "strike" the keys, to "throw" the carriage, and to

"twirl" the paper into the machine. (5) Nonsense letter combinations should not be used excessively when learning the keyboard. Practice copy should be made up mainly of words, sentences, and paragraphs. (6) Rapid typewriting should be emphasized and developed from the beginning. The traditional belief that accuracy should be attained first and that speed will take care of itself has been discredited. Perfect copies should not be required from beginning pupils. (7) Learners should form the habit of performing warm-up drills at the start of each class period. (8) Pupils should be taught to erase errors and make corrections properly. Typewriting errors that recur frequently should be analyzed and appropriate remedial drills should be provided.

GOALS: (1) The typewriting teacher must establish and maintain the proper attitude in the mind of the student—the desire to want to be a good typist. (2) Intermediate, attainable goals as well as terminal goals should be set up. These goals should be understood by the learners as well as by the teacher.

MOTIVATION: (1) Progress charts and records should be kept by the teacher and the pupils because of their motivational value. (2) Samples of good typewritten work should be displayed on bulletin boards. (3) Pupils should be encouraged to compete for certificates and awards offered by publishers, typewriter companies, and the school itself.

4. Tidwell, Melvin Fred. *"The Psychological Aspects and Conflicting Practices in the Methodology of Typewriting," Dissertation, Doctor of Education. Stanford University, 1947, 205 pages.*

Selected findings of Tidwell's study were as follows: (1) Correct movement and technique are more important than correct copy in the initial stages of learning to typewrite. (2) Every attempt should be made to emphasize movement on the expert level from the beginning; expert typewriting is not a slow, deliberate, and letter-by-letter process. (3) The teacher should make sure the learner knows the goal toward which he is working and understands the most effective and economical procedure for attaining that goal. (4) Rivalry is one of the strongest incentives, but it should be used cautiously. Rivalry with self is a more desirable incentive than group rivalry. (5) Praise is a more effective incentive than reproof. (6) Warm-up exercises and finger gymnastics promote the development of both accuracy and speed; finger gymnastics are taken to relax the muscles, not to strengthen them. (7) The typical learning curve, when smoothed, shows a rapid rise at the beginning of the learning and a slower rise later on. Plateaus are not a necessary element in all motor learning, but they usually appear. (8) Persistent errors may be corrected by deliberately repeating such errors



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several times. However, the plan of repeating words correctly also has value in eliminating errors.

The original reports of the four studies briefly reviewed in this article provide excellent reading for the teacher of typewriting who wishes to improve his knowledge of and skill in the use of the selected teaching devices listed. In this brief review a number of the teaching devices have been suggested several times; perhaps such repetition of certain key teaching techniques will emphasize their importance (Example: the value of demonstrations of typewriting techniques by teachers).

When many investigators, working independently, arrive at almost identical conclusions, one might surmise that those conclusions are undeniably true or that the thinking of many writers and teachers in the field of typewriting is erroneous. But neither inference should be made without reservations and without more objective, scientific data on the most effective teaching devices. Further study of how typewriting is best taught needs to be done.

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Rowe

(Continued from page 17)

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6. *Health*—the physical ability to meet the job requirements.

This by no means lists all the factors that contribute to successful vocational typewriting, especially if it is used in stenography, but these six factors are useful as criteria in predicting success and in determining who has an aptitude for vocational typewriting.

#### PROCEDURES

Prognosis of success in a vocational typewriting course could be based on the foregoing criteria with satisfactory reliability if the following procedures were employed:

1. Students electing the business curriculum are given four tests: (a) typewriting test using straight-copy material to determine speed-accuracy scores, (b) typewriting test using material which requires a knowledge of proper procedure, (c) IQ test, and (d) English test.

2. Teachers review the scholastic records of prospective students to determine: (a) capacity for learning and (b) interest and perseverance as reflected in their attendance record, which may also indicate their health.

In spite of the fact that prognostic tests for predicting typewriting success have not been entirely reliable in the past, it does not mean that we should lose all confidence in these tests. On the other hand, the weaknesses that we discover in these tests should challenge us to find new devices or instruments of measurement that will insure a greater reliability for prognosis leading to successful vocational guidance. Most teachers agree that if a reliable means of predicting success in vocational typewriting could be found, it would have great educational value. It would be a boon to students, teachers, and administrators.

# UNITED SERVICES

SHORTHAND

MARY ELLEN OLIVERIO, Editor  
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## SHORTHAND MOTIVATION FROM AUTUMN TO SPRING

*Contributed by Nellie Ellison Dry, University of  
Kentucky, Lexington*

IF THE TEACHER uses interesting, stimulating motivations, the shorthand class can become his dream class. The morale of both the teacher and the students will be high throughout the year if the teacher plans specifically for motivation. In addition to making the students eager to come to class, motivation enriches the teaching of subject matter and gives the students a broader knowledge and understanding of the business.

When one thinks of appropriate motivation devices he must begin with a knowledge of what is to be taught, the amount of time allotted for the unit, and the results desired. The ideas that follow are suggested for use in a one-year course. They may be adapted to a two-year program in shorthand, or shifted to meet specific conditions in local situations.

SEPTEMBER. No special motivation is necessary the first week or two of school. The teacher, a new book, and seeing old friends are motivating forces. However, during the second, third, or fourth week of school, students can develop an appreciation for shorthand in two ways. (1) The history of shorthand can be presented by the teacher, by reports assigned to students, or by a bulletin board display. (2) Job opportunities can be discussed and a bulletin board exhibit prepared to give the students an understanding of the importance of their study of shorthand.

After the writing of shorthand has begun, shorthand writing *habits charts* can be prepared and distributed to each student. The teacher should check a few of these each day on such points as use of notebook and pen, and offer suggestions for improvements.

OCTOBER. This is a good month to start an *honor roll*. Students listed on the honor roll should have made a perfect score on at least one brief forms test.

After an adequate vocabulary has been acquired, some games are recommended. For the *picture game*, cut from magazines some pictures of persons, places, and things that might interest students. The teacher flashes the pictures rapidly, one at a time, while the students write the

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titles in shorthand. The student who writes the greatest number of correct titles should be allowed to write the correct shorthand outlines on the chalkboard. Each student corrects his own paper, and writes correctly the words he omitted and those incorrectly written. Twenty to twenty-five pictures should be used.

Select a picture with many details for the *memory game*. Display the picture so all students can see it. Then, without looking at the picture, they list in shorthand as many things as they can remember having seen in the picture.

The *football game* is especially good for building reading skill. Select two captains and have them name their teams and scorekeeper; the teacher can act as referee. The team will read (preferably old lessons) in unison for one minute. When there is a pause, a fumble is called and the other team takes the ball. To score a touchdown, the team must read 100 words in one minute. If they read 120 words, they score the extra point.

NOVEMBER. Have each student write his favorite song, poem, quotation, or funny story in shorthand and illustrate it with a border of shorthand characters. This supplies additional reading material for students if the best ones are used on the bulletin board.

When teaching word families instead of dictating or reading the words, write the word beginning or the word ending on the chalkboard and let each student write in shorthand as many words as he can think of using the same word beginning or ending.

DECEMBER. Toward the end of this month, timed dictation on practiced material will probably be emphasized and a review of theory given. To apply the various principles already learned in new words use some of the following: decorate a Christmas tree by selecting a letter each day from the lesson, practice the letter, then dictate it at a high speed such as 100 words a minute. Each student who writes the letter completely and who can read it may put an ornament on the tree with his name written in shorthand on the ornament. Use either a real tree or one cut out of cardboard and tacked to the bulletin board. Before the holidays, try some Christmas party games.

To play the game, Christmas tree, prepare a list of twenty words and jumble them. Example: rats for star.

## UNITED SERVICES

### SHORTHAND

Have the students unjumble the letters and write the words in shorthand. Set a time limit so the student writing the most words correctly in shorthand is the winner.

Prepare a list of Christmas words or titles of Christmas carols, write these in shorthand and duplicate copies. Have each student transcribe the words in longhand.

Beginning now and through the year, use colored yarn or pipe cleaners on a felt board to stress good qualities of a secretary such as: "Keep confidential information confidential."

**JANUARY.** Early in the second semester, take a break from shorthand skill building. Review punctuation and letter styles in preparation for transcription on the typewriter at the end of the semester. This is a good time, also, to have a unit on proper grooming if this is not taught in another course in the business curriculum.

Arrange for shorthand pen-pals through a nationally organized service or through the shorthand teacher in another high school. Have students write letters of introduction to be sent to the other teacher's class or secure names and do it on an individual basis. Use actual

business letters collected by students and the teacher for the study of letter styles, quality of paper, letterhead design, typewriting, and content. A bulletin board exhibit of these may be prepared.

**FEBRUARY.** After the introduction of typewritten transcripts, it is necessary to increase the students' word power and improve their spelling. A few motivational means are: (1) The Spelling Bee in which both longhand and shorthand are used. (2) Let the students write on the chalkboard during dictation while the others take it at their desks. (3) Place a different student in the principal's office each week during shorthand class to take dictation and transcribe letters. (4) Have students describe (written in shorthand) "The Most Exciting Time of My Life" or "My Plans for the Summer."

**MARCH.** Building dictation speeds and emphasizing names and addresses are essential now. While building speed it is especially important to include many motivation devices. For example, the teacher might dictate interesting articles or stories for the students to transcribe in manuscript style. Also, have students dictate to the class and to each other. (Please turn to page 30)

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ROBERT BRIGGS, Editor  
University of Washington  
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### ECONOMIC LITERACY—A SUGGESTED METHOD OF TEACHING BOOKKEEPING

*Contributed by Theodore Fruehling, Hammond High School, Hammond, Indiana*

ECONOMIC LITERACY of the students under his direction should be one of the most important objectives of the business teacher. Each teacher can, without a doubt, recall experiences either in his own life or in the lives of his students that would have been more pleasant or more profitable had the economic literacy of the person in question been greater. Economic literacy, one of the most popular topics at today's business education conferences, has been the subject of at least one detailed scientific study. This study, "Requisites for Economic Literacy," was issued by the Council for Advancement of Secondary Education in 1956.

It is one thing to compile and discuss the requisites for economic literacy. It is another affair to teach these requisites to students so they will become a part of their everyday living experience. It is difficult, if not impossible, to teach the requisites for economic literacy in a vacuum; that is, unrelated to some known facts. New information, when coupled with known experiences, is not only more easily learned but also becomes a part of the effective knowledge of the learner. True learning goes from a known to an unknown.

What, then, is the best way to teach these economic facts? Common sense would tell us that the business subjects we are already teaching would lend themselves as good mediums in which to get an understanding of economic truths. Certainly some business subjects lend themselves better than others. For example, business training seems to serve better than typewriting; bookkeeping would serve better than shorthand.

Five steps are essential if business education departments would promote through business subjects the economic understanding of students. These are:

1. Identify the economic truths pupils should understand.
2. Determine through tests the level of pupil economic literacy now prevailing in the school.
3. Decide which business subjects lend themselves to the teaching of these understandings.
4. Carefully delegate the responsibility for teaching these economic truths.
5. As a follow up, determine by testing the extent of pupil mastery.

To suggest broad procedures, six areas of essential economic understanding are presented together with a statement illustrating how the principles of bookkeeping can be applied to make these concepts more meaningful

to the students. The interested teacher will find that many other requisites for economic literacy can be developed through the teaching of socio-business subjects.

1. *Requisite:* Foundations of capitalism; private property, freedom of choice, profit motive, competition, and so on.

*Application:* A bookkeeping class is a good place to illustrate the freedom of choice the business manager has in deciding whether he wishes to operate his enterprise as an individual proprietorship, partnership, or corporation. The advantages and disadvantages of each form can be discussed. An instructor can make use of financial statements sent out by corporations to their stockholders. The effects of competition can be shown by comparing statements of a company having profits that vary widely over the years.

2. *Requisite:* Responsibilities of labor and management to each other and to the public.

*Application:* A comparison can be made of the profit and loss statements of a firm, one from a period in which a strike took place, the other from a strike-free period. This comparison will show how management, labor and the stockholder all lose during a strike. How much better it would be if work continued during the time of negotiation.

3. *Requisite:* Changing price levels or the unstable value of money; inflation and deflation; money income and real income.

*Application:* A comparison of the profit and loss statements of firms for different periods illustrates the principles set forth in this economic objective. Today many corporations have increased their sales; but their profit margins have been squeezed by inflation, with consequent decrease in real income.

4. *Requisite:* Taxes and the individual; benefits and responsibilities.

*Application:* Taxes of various kinds are a familiar sight on financial statements. Pupils should be shown how taxes are taking an increasingly large share of gross profit. Point out that taxes are necessary; but when they become excessive, individual initiative may be stifled.

5. *Requisite:* Importance of ethical values in our economic society.

*Application:* A study of balance sheet items will illustrate this truth. Pupils should be taught the importance of recording and reporting accurately the assets and reserves of a business. The student should be shown that in the past incorrect valuations of assets or reserves have given false values to present and prospective investors. Many times losses have resulted and the reputation of the firm impaired.

(Please turn to page 30)

# UNITED SERVICES

## GENERAL CLERICAL

WAYNE HOUSE, Editor  
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### TYPEWRITING IN THE OFFICE CLERICAL COURSE

*Contributed by Carlos K. Hayden, University of  
Houston, Houston, Texas*

THE NEED FOR a good terminal course in business education has become more apparent in recent years with the increased demand for office workers. Current estimates indicate that one out of eight workers employed is a clerical worker. Along with this increase in demand for clerical workers there has also been a corresponding increase in the different types of jobs for the beginning office worker. The bookkeeping and stenographic curriculums do not provide adequate instruction for these new jobs. Recognizing these factors, business educators have advocated a broadening of the business curriculum to include clerical instruction. At the same time, they have recognized the need for a final integrating laboratory type of course which would provide the necessary preparation for beginning clerical workers under job-like conditions.

**COURSE CONTENT.** Since the beginning clerical worker is often assigned a number of different tasks rather than one specific duty, the clerical course should be broad in scope. At the same time, care must be taken to see that the student develops an employable skill. It is not necessary, however, for him to develop the same level of proficiency on all units since there are many different types of clerical jobs in any given community.

In selecting units for a clerical practice course the local community must be considered. Some of the units which are generally included in an office clerical course are general clerical procedures, duplicating, mail and messenger service, telephone techniques, filing, adding and calculating equipment, clerical arithmetic, record keeping, receptionist duties, personal relations, securing a job and advancing in it, and typewriting.

Typewriting is basic in the preparation of clerical workers. Studies show that general clerical workers spend up to one-fourth of their time in some application of the basic typewriting skill. Although a typewriting skill is not demanded by all jobs, it is probably the skill which is most frequently demanded by business. Current estimates indicate that over seventy-five per cent of the beginning clerical workers use typewriting in the performance of the jobs. Since it is the function of the clerical course to prepare students for clerk-typist positions, it is imperative that typewriting occupy a prominent part in the course.

Typewriting activities in the office clerical course must not be merely a continuation of the activities normally performed in a regular typewriting course. Emphasis should be upon developing typewriting competencies in situations which are similar to those found in the office. The teacher should not assume, however, that each student possesses the necessary basic skills in typewriting. If the student does not possess the basic skill, the teacher must provide some time for review and for the development of a satisfactory skill before proceeding with the typewriting activities. Even though it may be necessary to spend some time on developing basic skills, the primary emphasis throughout the clerical course should be upon developing office skills under job-like conditions.

**TYPEWRITING ACTIVITIES.** The following list of typewriting activities is representative of what should be included in a good office clerical course.

1. *Master units and stencils.* Almost all offices have at least one duplicating machine. The office worker should be familiar with the operation of the various types of duplicating machines and the work for which each is best suited. Above all, the student should have a good understanding of the various types of master units and stencils and be able to prepare a good master or stencil. This objective can be realized even though the school does not have extensive duplicating equipment.

2. *Statistical Typewriting.* Statistical typists are always in demand and as a general rule will receive a salary at least equal to that received by the stenographer. Students should be given extensive experience in setting up and typewriting material from rough drafts. Even though the student should be able to set the material up in a minimum of time, the major emphasis should be upon accuracy.

3. *Forms and form letters.* A clerical worker is often required to complete many different forms. The student must be taught to align the information on printed lines and typewrite the information within limited space. This skill alone is not enough, the student must develop skill in assembling and classifying as well as checking the information for accuracy.

4. *Rough drafts.* Most of the office worker's typewriting is from rough drafts rather than good, clear copy. The rough draft may be written in longhand or typewritten. In any event, the training must include more than the usual straight-copy typewriting.

5. *Typewriting from dictation.* This skill is quite valuable in the small office. Students should have some

*(Please turn to page 42)*

FLOYD CRANK, Editor  
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Urbana, Illinois

## LET'S TAKE INVENTORY

*Contributed by F. Kendrick Bangs, University of Colorado, Boulder*

**BUSINESSES STOP PERIODICALLY** and take a look at their merchandise by taking inventory. Do we in business education "take stock" periodically to see if we are selling enough of the right kind of merchandise?

About 35 per cent of the high school graduates go to college. Of that 35 per cent, only about 8 per cent ever take any business course in college. A very small percentage of our population is getting any type of business education beyond the high school. Most people receive whatever business knowledges they have from high school or from experience. The logical place to acquire business knowledges in the high school is in business classes taught by business teachers.

**HIGH SCHOOL PUPILS NEED BASIC BUSINESS.** If an individual is to live efficiently in our economic world, he needs to know how to buy wisely, how to use credit, how to invest, how to communicate effectively, contributions of management and labor to business enterprise and each one's share of profits, and a myriad of everyday business knowledges. These knowledges cannot be taught adequately by a person who has not had training and experience in these areas.

In far too many instances, business education in the high school consists of courses in typewriting, shorthand, and bookkeeping. Thus, many of our high school business education students receive training in business skills, but they fail to learn about the whole environment in which these skills operate. Are we in secondary education trying to develop skilled technicians, or should we be trying to develop individuals who can cope with the business activities of their occupations and their everyday living?

**BUSINESS TEACHERS NEED BASIC BUSINESS.** Most teachers find the development of skills relatively easy because of the detailed methods and lesson plans that have been developed in skill areas. But in the area of ideas and ideals of business activity, little has been done to help the new business teacher. Consequently, the conscientious business teacher must rely upon his own background and training.

In many instances, the background of business education teachers has been devoid of experiences that help in the development of the understandings and ideals of business living. Even when business teachers have completed collegiate courses such as economics, finance, marketing, management, and business law, this subject matter knowledge alone is not enough. Unless knowledge can be used to advantage, it has little value.

Compartmentalism by subject matter is the vogue today in collegiate business teaching. A student takes courses in the various fields of business, but finds that the frame of reference in each class is limited to its particular sphere—when he is studying finance, his frame of reference is finance instead of the whole scope of business and business living.

From the standpoint of learning theories and facts, this method of approach is justified. Learning theories and facts, however, is not enough. There is need for some means of showing the interrelationship of compartmentalized learning, some means of showing the interdependence of the several compartments. Herein lies a responsibility of the collegiate business educator—a responsibility to the student who is going to live in the all-encompassing business world, and to the secondary-school business teachers who will prepare the bulk of our population for business living.

**THE BUSINESS TEACHER'S SPECIAL NEEDS.** The business teacher has a responsibility to his community. He needs to have diversified interests. He needs a background in things such as the humanities, the sciences, the social sciences, literature, and the arts. The business teacher needs professional preparation in the area of teaching, a knowledge of the problems of his field, and the philosophy most desirable in a person who is to be a leader of young people. The business teacher, as an authority on business, needs to know how business activities operate in the free enterprise system. He must have a working knowledge of the different functions of business as we know them in our economy.

In addition, however, the business teacher needs to know how to disseminate the understandings and ideals of our everyday business living to his students. The teacher must take business and economic information and translate it into learning situations for the age level with which he is concerned.

**TEACH BUSINESS UNDERSTANDINGS AND IDEALS.** Aid to the prospective teacher of business education in secondary schools is seen in some collegiate departments and schools of business through a course designed to show the interrelation of the functions of business. It is intended to help the student see that business operates as a whole rather than as a group of isolated departments. The philosophy which prevails is that businesses serve a desirable part in our free enterprise system, that everyone in a business organization is striving for the successful operation of the business, and that the business serves society. When a student takes a problem of industry and traces its effects through all the various functions of business—finance, marketing, accounting,

*(Please turn to page 30)*



# UNITED SERVICES

## DISTRIBUTIVE OCCUPATIONS

FORREST MAYER, Editor  
San Jose State College  
San Jose, California

### THE COMMUNITY, THE LOCAL MERCHANTS, MY STUDENTS, AND A SALESMANSHIP COURSE

*Contributed by Godfrey E. Huber, Salinas Union  
High School, Salinas, California*

THOSE OF US in business education should become alarmed at the number of high school graduates who are taking positions in stores without having received training in the schools. All one needs to do in order to substantiate this statement is to walk through a few stores in his community and look at the familiar faces of his former and sometimes his present students who are behind the counters and on the sales floors. What is your school doing to help alleviate this problem? Our high schools in general are certainly doing an adequate job in preparing students for the colleges and the universities, and most of our own high school business departments are doing a fine job in preparing girls to enter the secretarial field. But what are we doing to prepare students who enter the field of selling? It appears that it is our job, as business teachers, to sell the school administrator on the importance of salesmanship and other distributive education courses and the value of preparing high school students for occupations in this field. We all know it is easy to sell a good product. Is our salesmanship course a "good product?"

DETERMINING THE CONTENT OF SALESMANSHIP. It must be kept in mind by those responsible for the organization of salesmanship courses that salesmanship takes in a broad field of jobs and occupations. The content of the course should be based upon the character of students, the needs of the community, and other important influencing factors. It should also be kept in mind by those organizing salesmanship courses that the course content should meet local needs; it should be flexible enough to meet the students where they are, not where we believe they should be, and to build upon that foundation.

A few years ago Salinas (California) Union High School re-established its class in salesmanship after a lapse of several years. In order to meet the needs of the students, the merchants, and the community, a study was made to determine what the course content should include. A brief description of the procedures used may serve as a guide to those who are interested in establishing a course in salesmanship or these steps may be equally effective as suggestions of ways to improve your salesmanship course.

KNOW YOUR COMMUNITY. In Salinas the Union High School not only serves a prosperous urban community but it also draws students from a number of smaller

communities which are nearby. In order to know more about where your students live and where they are going to work after leaving school, visit your local Chamber of Commerce, the library, banks and larger industries, employment service offices, and your own school placement office.

KNOW YOUR LOCAL BUSINESSMEN. Business teachers may easily become so busy with school affairs they have little time for, and sometimes little real interest in, the businessmen of their community. The teacher of salesmanship must make it a point to visit with retail merchants and to keep up to date on business practices and thought. We can hardly expect the businessmen to show an interest in the schools if we fail to show an interest in the needs of businessmen by actually discussing our program with them.

KNOW YOUR STUDENTS. Did any of your graduates receive selling experience before graduation? Do you know what your students are planning to do in the future? Have you asked them if they are going into selling? How many of last year's graduates are now working in some phase of selling? Principles of salesmanship might be made more meaningful if you really know your students!

KNOW YOUR PROFESSIONAL LITERATURE. What are others writing about salesmanship in the high school? When should it be offered? Who should take it? What should it contain? How can it be taught more effectively? Are all salesmanship textbooks written for the same student-held purpose? Have you read any business magazines or trade journals recently?

If you are serious about improving your salesmanship class you should know your community, the businessmen, your students, and your literature. After such a study, Salinas Union High School has offered a revitalized salesmanship course to an ever-increasing number of students. The content of this "new" salesmanship is briefly described below.

#### Suggested Content for "New" Salesmanship

Based upon the findings and conclusions of the investigation, the following units are suggested for the proposed course. (They are not intended to be ranked in order of importance.)

1. The course should contain a unit on the salesman and his personal qualifications such as physical, mental, and moral qualities. It should also contain the importance of salesmanship, the historical development, the types of selling jobs, and the opportunities in the selling field.

2. The course should contain a unit on personality development.

3. The course should contain a unit on securing a job, including such factors as knowing your own qualifications for the job, how to apply, correct interview techniques, and the like.

4. The course should contain a unit on knowledge needed in selling, including such headings as knowledge of the company, knowledge of the product, and knowledge of the customer.

5. The course should contain a unit on the sales transaction, including the steps of the sale, meeting objections, and suggestion selling.

6. The course should contain a unit on selling policies, service policies, ethical standards in selling, and distribution policies.

7. The course should contain a unit on sales promotion and mediums used in selling.

8. The course should contain a unit on arithmetic including store problems in merchandising.

9. The course should contain a unit on the non-selling duties of the salesman.

During the entire year attention should be given to the importance of correct English, correct spelling, and penmanship. Numerous oral reports and sales demonstrations should stress the importance of good public speaking and correct word usage. Such fundamental skills are extremely important to the salesman and may have much to do with his immediate success and future development.

In reviewing the recommended topics to be included in the salesmanship course, it must be kept in mind when organizing the content for a course in salesmanship that the subject matter included should necessarily depend to some degree upon the course content of other courses offered in distributive education. If salesmanship is the only distributive education course to be offered, as it is at Salinas Union High School, the course should include materials dealing with retailing and merchandising.

In gathering materials in preparation to teach a course in salesmanship, there is probably no one salesmanship textbook that will fit the exact needs of the course. A thorough examination of all high school salesmanship textbooks should be made to determine which book more adequately covers the units that are to be included in the course. After a book has been selected as the basic textbook, a reference library should be built of supplementary textbooks, pamphlets, manuals, distributive education articles, and other similar materials which should be readily accessible for student use.

The instructor who is responsible for organizing a course in salesmanship must be a person who is genuinely interested in the field of selling and who possesses imagination and initiative.

In summary, it seems reasonable to conclude that there is no set course content for salesmanship, but the subject matter must be carefully developed and it must be

adapted and changed to meet the needs of the stores, the students, and the community. The course should be developed and presented in such a manner so as to make the best possible use of the influencing factors present in the local community. This would include talks by successful salesmen, talks by representatives of the local Sales Managers Association, field trips, and visual aids such as films, posters, and charts which are available from local merchants. Therefore, a salesmanship course which has been well planned and which is well presented will be of value not only to the students and to the school, but also to the merchants and to the community.

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# UNITED SERVICES

## OFFICE STANDARDS AND COOPERATION WITH BUSINESS

J. CURTIS HALL, Editor  
Alabama Polytechnic Institute  
Auburn, Alabama

### LET'S BE REALISTIC ABOUT STANDARDS

*Contributed by Vern Frisch, New Rochelle High School, New Rochelle, New York*

STANDARDS IN BUSINESS have two objectives: (1) to increase efficiency and production, and (2) to provide incentives for promotion and higher wages.

From the personal angle alone, it is difficult for schools and business to have identical standards. Some businesses, because of their very nature, require high standards; others may accept lower ones. The job itself dictates the kind of employee needed. A stock clerk in an exclusive mens' shop and a stock clerk in an auto parts firm call for entirely different standards.

Although school standards and business standards do not have to be the same, some basic standards have been sufficiently well established that they can be used as guideposts for setting school standards.

Standards for typewriting may begin at twenty-five net words a minute on straight copy for beginning typists and be increased to much higher levels for advanced work. Standards of 100, 150, and 200 digits on number typewriting can be used. The basis for addressing envelopes at the rate of 150 an hour is generally acceptable, depending upon the work media. The billing of five invoices in seven minutes, again depending upon work media, is also acceptable. Standards for shorthand can be started at 40 words a minute and be scaled upward.

#### What Can Be Done About Standards?

Business education provides an ideal area for learning about standards, since much of the training is devoted to the development of skills. The plea, here, is for business teachers to start a "standards" program by promoting the idea among students and asking them to help plan it.

A "Typewriting Standards Program" was begun at New Rochelle (New York) High School several years ago. The objectives of the program are to stimulate student interest in typewriting, to motivate students in acquiring typewriting power and skill, and to raise typewriting standards.

Awards for proficiency in typewriting are given for (1) typewriting thirty words a minute on a five-minute straight-copy test with not more than five errors; (2) typewriting forty words a minute on a five-minute straight-copy test with not more than five errors; (3) typewriting fifty words a minute on a five-minute straight-copy test with not more than five errors; (4) typewriting fifty-five words a minute on a five-minute straight-copy test with not more than five errors; (5)

typewriting sixty words a minute, or more, on a ten-minute straight-copy test with not more than five errors; and (6) production typewriting: form letters, invoices, envelopes, cards, number and statistical typewriting.

The "rules" are as follows: (1) no student's test is eligible for an award with more than five errors; (2) all tests shall be marked on "Gross Words a Minute" and "Per Cent of Accuracy Basis;" (3) all tests of fifty words a minute or higher shall be reviewed by a committee of typewriting teachers.

In the same school, standards have been established for office practice, based on past performance of the better students and their suggestions. Some of these standards follow those of business; but, here again, as in business, the standards must be based upon the ability of the worker, the kind of work, the make of machine used, and the work media.

The following are some of the standards: (1) Good typist: five-minute straight-copy test. Standard: fifty words a minute, not more than five errors; per cent of accuracy, 98 per cent (Proficiency Award). (2) Expert typist: ten-minute test of straight copy. Standard: sixty words a minute, not more than five errors; per cent of accuracy, 99.2 per cent (Proficiency Award and Gold Award). (3) Number typing expert: five-minute number-tabulation test. Standard: 200 digits a minute, not more than three errors; per cent of accuracy, 99.7 per cent (Proficiency Award and Gold Award).

Awards are given to students who attain prescribed standards in these areas also: billing expert, variable line fill-in forms typist, addressing envelopes, typewriting three by five index cards, stencil typewriting, adding machines (full key and ten key), calculating machines (key driven and rotary), bookkeeping machines, dictating machines, addressograph, Vari-typer, arithmetic, English, proofreading, filing, checking, and handwriting.

Standards must be geared to the ability of the students, the equipment used, and the work media. With the help and motivation of good instruction by the teacher and the use of various media as proficiency awards, wall charts, and other devices, students will set good work standards for themselves. In fact, they may be higher than those established by their teachers.

The ultimate objective of placement is to place "the right man in the right job." The ultimate objective of employment is to hire "the right man for the right job." Both of these objectives require the careful selection of the worker who possesses the kind of personal and skill standards required by the job. The school must strive to match the personal and skill standards of the students to those needed on specific jobs.



DOROTHY VEON, Editor  
The Pennsylvania State University  
University Park, Pennsylvania

## BUSINESS TEACHERS FOR TURKEY

*Contributed by Donald J. Tate and Lester I. Brookner, Commercial Teacher Training College, Ankara Turkey, and Anthony R. Lanza, New York University, New York City*

AN AGREEMENT between the Turkish Ministry of Education, Ankara University, the United States International Cooperation Administration, and the Graduate School of Public Administration, New York University, made the Commercial Teacher Training College in Ankara a reality. Two American business education consultants arrived in Ankara in February, 1955; their assignment was to establish a center for the training of secretarial teachers. Currently, three American consultants are cooperating to expand the school.

The original objective of preparing secretarial teachers was based on the need for an adequate supply of secretarial office workers for government in a country whose economy promises continued expansion. The present objectives include instruction for both bookkeeping teachers and secretarial teachers; future objectives include the addition of courses for teachers of distributive subjects.

The student body now consists of 36 freshmen, 16 sophomores, and 4 special one-year students. The one-year students are graduates of other teacher education colleges; however, they elected to change their specializations to business teaching. The regular students are graduates of academic and commercial lycees, the majority being from the academic lycees. Men now outnumber the women; but as future freshman classes are admitted, the ratio will be changed. As in other countries, a greater proportion of the men than women in business teaching will move into business jobs. Therefore, it is necessary to prepare more women for business teaching if the business programs in the lycees and technical institutes are to expand as planned.

All geographic sections of Turkey are represented at the college. Students are admitted on a selective basis. Before they can take the entrance examinations, they must present recommendations from their lycees. The entrance examinations consist of achievement, aptitude, and mental ability tests. Final selection is then based on the examination scores and interviews with the applicants. This selective system of admitting students obviously leads to higher caliber students.

Three-year courses are the pattern for teacher education schools in Turkey; the Commercial Teacher Training College has a three-year program of studies. Four-year courses would be desirable, but to conform to the three-year pattern many subjects have to be fitted

into the time allowed. An examination of the curriculums reveals that they consist almost entirely of technical and professional subjects. The time allowed precludes the cultural subjects that would enhance the program.

INNOVATIONS. Inasmuch as the Commercial Teacher Training College was designed to be a model school for Turkey, many procedures new to Turkish education are practiced. For example, written tests and examinations have replaced the oral examinations found in other Turkish schools. The practice in Turkish schools is to devote the last month of the term to oral examinations. The college is leading the way in Turkey to utilizing the maximum time for teaching and the minimum time for testing.

Attendance, except for a limited number of absences, is compulsory. Other higher schools in Turkey allow so many absences that students can in reality attend classes as they wish. Courses are offered on a two-semester basis of 18 weeks each; some courses extend over both terms. The pattern in Turkish schools is to schedule courses over an entire school year. Most of these courses meet for only one or two hours a week.

Typewriting and shorthand meet five class periods a week. The practice in the commercial lycees has been to teach these skill courses for only one hour a week.

Office practice and office work experience present new concepts for preparing teachers in Turkey. The pattern has been isolated subject matter rather than the concept of the integrated course needed for the office worker.

Electives are new to Turkish schools. Business teacher education itself is the most marked innovation. Heretofore, graduates of the higher schools of commerce were considered to be trained lycee business teachers. Yet these graduates have had no formal instruction in methods, skills, professional education, and student teaching. Higher schools of commerce in Turkey also offer only three-year curriculums.

SCHOOL EQUIPMENT. Many business teacher education colleges in the United States would be glad to have the modern equipment found in this college. There are 35 modern typewriters in the typewriting room. The desks were designed at the school and were built in a boys' technical school. One of the features of these typewriting desks is the stationery drawer, believed to be the first stationery drawers found in either Turkish schools or offices. The chairs, with adjustable back rests, were also designed and built in a boys' technical school. In addition, the room is equipped with green chalk boards, blackout curtains, typewriter demonstration stand, and a movie projector.

The office practice room is equally well equipped. Major items of equipment include tape recorders, vari-

ous brands of voice-writing machines, fluid and gelatine duplicators, two different brands of stencil duplicators, addressograph equipment, both key- and crank-driven calculators of manual and electric models, and adding machines.

Two other classrooms are equipped with especially designed furniture. These classrooms are multiple-purpose classrooms that may be used for bookkeeping classes as well as the non-skilled courses.

**EXTRA-CLASS ACTIVITIES.** A student organization has been effective in building a good spirit among the students. Last September the sophomore class felt superior to the incoming freshmen, and lack of association between the two groups was quite noticeable. However, as the student body organization has developed, the two classes have worked together effectively. The first large project undertaken by the students was the staging of the college's first anniversary celebration.

**THE TEACHING STAFF.** The three American advisors teach at least one class each semester. Translators work with them. Usually, one or more Turkish teachers observe the American-taught classes. These teachers will take over the classes when the Americans leave.

Teachers are recruited from several sources: from the special one-year students, commercial lycees, the Ministry of Education, and other higher schools.

For the duration of the International Cooperation Administration contract, Turkish teachers from the college staff will be sent to New York University for advanced study in business education. Upon returning to Turkey, these teachers will be equipped to take over more of the classes.

The foundations for business teacher education in Turkey have been laid. A corps of business educators, both in the Ministry of Education and in the Turkish schools, understand the meaning of education. They envision, through their business teacher education, effective business programs in the secondary level schools. The end result will be a supply of qualified young people who will work in Turkish offices and who will thereby contribute to Turkey's promising future.

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### **Basic Business**

*(Continued from page 25)*

management—he sees business as a whole, as it affects the total business environment. After a process of tracing several problems through the whole business enterprise, he has a better understanding of business fundamentals, and a more vivid impression than he had in his compartmentalized training. With a deeper and broader comprehension of business, he will become a teacher of business understandings and ideals.

Let's take inventory. Are we giving the future citizens of our country the business instruction which will help to make them the intelligent business producers and consumers we desire? Let's raise our sights and give our students the type of business education that will help to insure the perpetuation of an economic system of which we are justly proud.

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### **Bookkeeping**

*(Continued from page 23)*

6. **Requisite:** The American standard of living; distribution of income.

**Application:** A comparative study can be made of profit and loss statements of today and those of twenty-five years ago. Note the per cent that the labor cost is of the total costs in each period. Pupils should be shown the need of greater labor productivity to support increased standards of living or to prevent profit failures. They should also be shown why decreased profits caused by the failure of labor to increase its productivity have made necessary the increased use of labor-saving devices.

Many economic concepts can be developed in the business education curriculum, not only in bookkeeping, but in other subjects as well. This kind of pupil growth does not just happen. It is not a concomitant effect to be expected automatically. But it should be pointed out that bookkeeping and other business education subjects provide one of the best, if not the best, environment in the secondary program for teaching these general economic values.

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### **Shorthand**

*(Continued from page 22)*

When stressing names and addresses, collect letter-heads from national companies, local firms, and write the correct shorthand for them. Post these on the bulletin board. Dictate the names and addresses to the class and check their writing. Students should write each other's names in shorthand.

**APRIL.** This is the month to encourage students to transcribe mailable letters at various rates by using a poster entitled "Secretaries on the Star Dust Trail." Set progression on the chart by a certain number of mailable letters each week.

Dictate a series of letters relating to one particular type of business with replies to the letters. Divide the class and have one group write letters in shorthand and another group type the replies. Dictate letters answering your own correspondence, mail the best transcript and post others on the tack board. Invite the principal into the classroom to dictate replies to his correspondence and then mail the best transcripts.

**MAY.** During this month, reward those students who have done outstanding work throughout the year. Write individual letters to the students using the school letter-head. Be sure to mention the individual's rate of speed and accuracy in the letter.

If you have not already acquainted the students with the various systems of shorthand, invite an expert in each system to demonstrate his skills and discuss the reasons why he selected the system.

It should be mentioned that whatever device is selected, ideas for bulletin board material and other means of motivating the students will follow automatically.

## Students Typewriting Tests Undergo Revision

The revision of the Students Typewriting Tests has been completed and Volume XIV is now in print. The tests are set up as end-of-semester examinations to be used for each of the four semesters of a two-year course in typewriting. Business teachers will find these tests, designed by leading educators, a great help in evaluating their students.

Some straight copy is included in the material used but the emphasis is given to production ability. Each section is timed separately enabling the student to accomplish something in each of the four sections and the instructor to grade him in each of these sections.

A number of modifications and improvements were made in the new series. Among these improvements are:

1. The syllabic intensity of the straight copy material is controlled; the first semester is below average and the others are of average difficulty.

2. Directions and instructions have been worded to preclude a misunderstanding because of a difference in textbook terminology or previous instructions of the teacher.

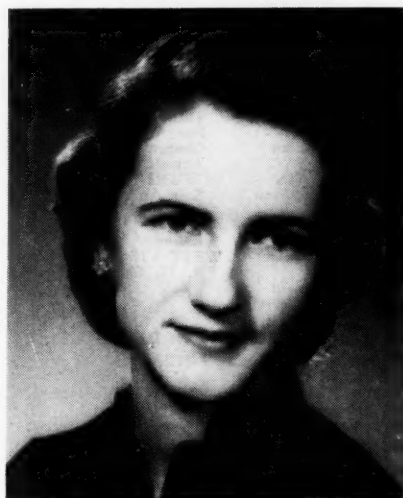
3. The problems have been constructed to make them practical as well as suitable to the semester level being tested. The content has been changed to conform with present-day situations.

4. Time allotted for actual typewriting has been set for 35 minutes, making it possible for a teacher to administer the test in an average class period.

5. Scoring and instructions have been simplified to make the work of the administrator relatively easy.

Ruthetta Krause, Indiana State Teachers College, Terre Haute, was chairman of a committee representing the UBEA Research Foundation in making the revised series.

More complete information concerning the Students Typewriting Tests may be obtained by writing to the United Business Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C., or by using the "Clip 'n Mail" coupon on the wrapper of the FORUM. A specimen set, including one copy of each test and manual, is available for one dollar and fifty cents.



Barbara Humphrys

## Convention Plans Formulated

John L. Rowe, president of the National Association for Business Teacher Education, has announced that plans are progressing rapidly on the annual NABTE Convention scheduled for Chicago on February 20-22.

Eight discussion groups have been organized with convention participants choosing the one in which they are most interested. The groups include Programs in University Schools or Colleges of Business Administration, Programs in University Schools or Colleges of Education, Programs in Liberal Arts Colleges, Programs in Colleges for Teacher Education, Programs for Business Teacher Preparation at the Graduate Level, Programs for the Preparation of College Teachers of Business Subjects, The Problem of Transfer Students from Two-year College Programs, and Programs in Specialized and Technical Colleges.

## ANNOUNCING THE 1958 PROFESSIONAL AWARD IN BUSINESS EDUCATION

The Smead Manufacturing Company of Hastings, Minnesota, in cooperation with the United Business Education Association, announces the 1958 professional award available to graduating seniors in business education.

The member schools of the National Association for Business Teacher Education will be issued informational materials and nomination forms for use in the selection of their candidate for the award.



DeWayne Cuthbertson

## Headquarters Staff Enlarged

The appointment of two assistants in business education is the first step in expanding the UBEA's program of services to members. The two new members of headquarters staff are Barbara Humphrys of Fort Worth, Texas, and DeWayne Cuthbertson of Toledo, Iowa.

Miss Humphrys, a winter 1957 graduate of North Texas State College, assumed duties as assistant secretary for the Future Business Leaders of America on June 15. While in high school, she was the 1952-53 president of the Breckenridge, Texas, chapter of FBLA. During her sophomore year in college, she was national vice-president for the Mountain-Plains Region. Miss Humphrys' duties include chapter promotion, membership service, and public relations.

Mr. Cuthbertson's appointment to the new position as associate editor of UBEA publications, augments the editorial staff. As an assistant in business education he is responsible for activities related to membership promotion, testing program, and convention services.

A graduate of Iowa State Teachers College with a master's degree in business education, Mr. Cuthbertson has a professional background that qualifies him for his new position. He is a life member of the NEA and a UBEA member since 1946. He was UBEA's membership chairman in Iowa from 1955 to 1957. Before joining the UBEA staff, Mr. Cuthbertson taught in the high school at New Hartford, Iowa.



## LET'S GO UNITED!



An association is its membership and its program of services. An association is made possible through the dues paid by a large number of persons and the contribution of time and talents of a group of persons who serve as its executive officers, editors, advisors, and representatives—the working force. The persons who aid in expanding the membership of UBEA and its affiliated associations are known as members of the 10,000 Club.

The Centennial Action Program for Business Education proposes that each member accept the challenge to aid in building a strong profession on all levels—local, state, regional, and national. To this end the names of persons listed in this column have made a good beginning by inviting the active support of their colleagues in formulating and realizing a program of action not only for business education but for the total program of education. We salute the leaders in business education who qualify for membership in the 10,000 Club as this issue of the FORUM goes to press.

You, too, are invited to become a member of the 10,000 Club by lending your active support to this important phase of the Centennial Action Program for Business Education. The requirement is reasonable—three or more memberships for UBEA.

### EASTERN REGION

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### NEA CORNER

● Educational leaders in the Northwest section of the United States have been invited to participate in Regional Instructional Conferences. Some lay leaders are also included. The meetings are to be held in Boise, Idaho, February 16-19, and Portland, Oregon, February 19-22. These NEA conferences will feature discussions on improvement of instruction; addresses by outstanding national leaders; presentations of success stories, pioneering techniques, demonstrations, and clinics. This is one of the many services offered to affiliated associations through the NEA's expanded program.

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Dorothy H. Hazel

## UBEA Membership Activities Progress Rapidly

Dorothy Hazel, University of Nebraska, Lincoln, has been reappointed for a second year as National Membership Chairman. Membership increased approximately nine per cent during her first year in this position. Mrs. Hazel, former state membership chairman for South Dakota and regional membership chairman from the Mountain-Plains Region, received degrees from the University of South Dakota, Vermillion, and University of Denver, Colorado. She has served on the National Council for Business Education of UBEA.

Several new state membership chairmen have been appointed for the 1957-58 campaign. They include Cleo P. Casady, Iowa City, Iowa; Elizabeth A. Freel, Oxford, Ohio; Martha A. Lefebvre, Somersworth, New Hampshire; Walter Brower, Mount Holly, New Jersey; Sally Maybury, Burlington, Vermont; Ruth E. Robinson, San Diego, California; Clisby T. Edlefsen, Boise, Idaho; Alvild Martinson, Missoula, Montana; Charles Wacker, The Dalles, Oregon; Marilyn Berg, Omaha, Nebraska; Mollie Cerny, Silver City, New Mexico; Mrs. Earl Bute, Wahpeton, North Dakota; and Thelma Olson, Brookings, South Dakota.

Membership activities have been moving at a fast pace, both in student and regular memberships. The goal for state membership chairmen this year has been set at 7250; the over-all goal is 10,000 members.

*Announcing - - -*

## UBEA-Smead Award Winners

Awards for outstanding achievement conferred upon two hundred sixteen new business teachers.



John E. Kraeer, Michigan State University, East Lansing, is shown receiving the UBEA-Smead Award from Lyle Maxwell, Head, Department of Business Education and Secretarial Studies.



Top Left: T. K. Martin, Dean of the School of Education, Mississippi State College, State College, presents the UBEA-Smead Award to Betty Jean Lippincott.



Right: Frances G. Marquis, San Francisco State College, California, the 1957 UBEA-Smead Award recipient, is shown with William Winnett, Supervisor of Business Student Teachers; S. Joseph DeBrum, Coordinator of Business Education Program; and J. Paul Leonard, President of the College.



Left: E. C. McGill, Chairman, Division of Business and Business Education, Kansas State Teachers College, Emporia, congratulates winner Shirley Faye Walker.



Right: Phil Suiter, winner at Marshall College, Huntington, West Virginia, is shown with Irene C. Evans, Assistant Professor of Business Administration.

Left: Sister Athanasia, Chairman, Commerce Department, College of Mount Saint Vincent, Riverdale, New York, confers with UBEA-Smead winner, Patricia Anne O'Grady, and Elizabeth Kellenberg, Associate Professor.

Right: Vernon Musselman, Chairman, Department of Business Education, University of Kentucky, Lexington, presents Betsy Marcum with the attractive award certificate.

Left: University of Miami student, Jeanne Frances Mullen, is presented her award by James E. Davis, Associate Professor.





*Milton C. Olson, Director of Business Education, State College for Teachers, Albany, New York, and Evan R. Collins, President of the College, congratulate UBEA-Smead winner, Joan Rendert.*



*F. DeVere Smith, Head, Department of Secretarial Science, University of South Carolina, Columbia, presents Betty Yvonne Wall with certificate of professional membership in UBEA.*

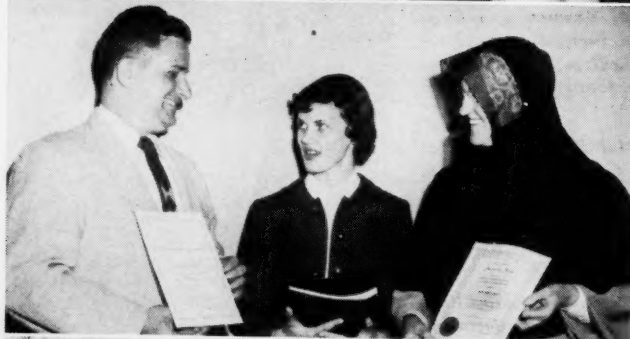
*Left: George W. Anderson, Director, Courses in Business Education; Paul H. Masoner, Dean, School of Education; and Robert L. Grubbs, Assistant Professor, University of Pittsburgh; pose with Lois J. Wise, winner of the UBEA-Smead Award.*

*Amalia Ll. de Charneco, Assistant Supervisor of Business Education; Aida Vergne, Director of the Methodology Department; Rafael Vega Amaral, the Award winner; and Rosa A. de Villarronga, Associate Professor, University of Puerto Rico, Rio Piedras; are shown after the presentation ceremony.*



*William J. Dauria, Director, Department of Adult Education, D'Youville College, Buffalo, New York; and Sister Joseph of the Sacred Heart, Head, Department of Business Education, present the certificates and the bound volume of BUSINESS EDUCATION FORUM to Mary Agnes Shapley.*

*Stephen Meyer, Jr., Head, Department of Business Administration, Alma College, Alma, Michigan, presents the UBEA-Smead Award to Catherine Tilson, as Robert D. Swanson, President of the College, looks on.*



#### ANNOUNCING THE FOURTH ANNUAL AWARDS PROGRAM

Nominations for the 1958 recipient of the UBEA-Smead Award should be filed before the first of March by representatives of the colleges with membership in the National Association for Business Teacher Education. Sponsors of the awards are the Smead Manufacturing Company, producers of nationally known filing supplies and instructional materials, and the United Business Education Association, NEA. The sponsors hope the program will increase the interest in business education among superior teaching candidates and that it will promote greater professional growth.





Top Left: Eva M. Glaese, College of Business Administration, University of New Mexico, Albuquerque, makes the UBEA-Smead Award presentation to Evelyn Brannon. Top Center: Donna Marie Burns, Colorado State University, Fort Collins, receives the Award from Ruth L. Roberts, Head, Department of Business Education. Top Right: Dexter Montgomery, State Teachers College, Florence, Alabama, is congratulated by Z. S. Dickerson, Head, Department of Business Education. Bottom Left: Andrew J. Gordon, Virginia Polytechnic Institute, Blacksburg, receives his certificate from Bayes E. Wilson, winner of the UBEA-Smead Award in 1956. Bottom



Right: John D. Neal, Director, Department of Business Administration, Sam

Houston State Teachers College, makes the presentation to Jeanette Quinn.

## UBEA-Smead Honor 216 New Business Teachers

■ In the Third Annual Awards Program sponsored by UBEA and the Smead Manufacturing Company, 216 graduates received the award of merit for outstanding achievement in business education. The presentations were made at special ceremonies conducted by the colleges and universities that are members of the National Association for Business Teacher Education. The following graduates in business education received the awards in 1957:

Dexter Wood Montgomery, State Teachers College (Florence); Sarah Wilbanks, Alabama College; Fred B. Peters, State Teachers College (Troy); Frances Roberts Berryman, University of Alabama; Maurice Mickelson, Arizona State College; Diana Jeanne Heard, University of Arizona; Martha Ann Garrett, Arkansas State Teachers College; Janice Hale Wallis, University of Arkansas; Helen Lois Colen, Philander Smith College; Fran Richards, Southern State College; Mozetta Hilliard, Arkansas Agricultural, Mechanical, and Normal College; Helen Marie Wesley, Arkansas Polytechnic College; M. Diane Bibb, Arkansas State College; Nona Launa Huddleston, Chico State College; Adriane Ruth Lampe, Long Beach State College; Donald Montgomery, George Pepperdine College; Lurena S. Brown, Los Angeles State College of Applied Arts and Sciences; William Ray Allen, University of California; Sylvan Wachs, University of Southern California; Carolyn Robinson, Sacramento State College; John Francis Stubbs, San Diego State College; Frances Genevieve Marquis, San Francisco State College; Christa Belle Jones, San Jose State College; Terryl Anderson, University of Colorado; Gerald Boh, University of Denver; Donna Marie Burns, Colorado State University; Philip G. Peterson, Colorado State College of Education; LaViena Corman, Western State College of Colorado; Dorothy O'Grady, Teachers College of Connecticut; Joseph Gallicchio, University of Connecticut; Jeanne Frances Mullen, University of Miami; Eleanor Graham Kincaid, Stetson University; Alice Esposito, University of Florida; Edyth Diane Hampton, Florida State University; Irvadell Elizabeth Ward, Florida A. and M. University; Helen Elizabeth Foster, Clark College; Rose Watkins, Georgia Teachers College; Ora Jane Kilgore, Georgia

State College for Women; Blanche Juanite Flipper, Savannah State College; Josephine Lecona, University of Idaho; Jack E. Bizzel, Southern Illinois University; Lynda Sinclair Murphy, Eastern Illinois State College; Bernice Andrie, Northern Illinois State College; Carrie Browning, Northwestern University; Marion Imberry, Western Illinois State College; Gene L. Clawson, Illinois State Normal University; Norma Jean Hilderbrand, University of Illinois; James E. Phillips, Indiana University; Gerald L. Brown, Butler University; Jillene Kerchenfaut, Ball State Teachers College; Carole Keefe, Saint Mary's College; Phyllis Greve, Indiana State Teachers College; Frederick James Humphrey, Iowa State Teachers College; Janet R. Sproston, Coe College; Robert Boyd, Luther College; Donna Gault, State University of Iowa; Shirley Faye Walker, Kansas State Teachers College (Emporia); Kenneth E. Anderson, University of Kansas; Sheryl Freeman, Kansas State Teachers College (Pittsburg); Mary Ellen Mallon, Marymount College; Maurita Hurtig, University of Wichita; Dale L. Naylor, Southwestern College; Betsy Marcum, University of Kentucky; Ina Kay Adams, Morehead State College; Betty Haley, Murray State College; Mavis Annette Curry, Eastern Kentucky State College; Anna L. Tabor, Southern University; Lincoln DeVillier, Southeastern Louisiana College; Martha Ann Washington, Northwestern State College; Barbara N. Rosemond, Xavier University; Charles Raymond Anderson, University of Maryland; Richard Rycroft, Boston University; Charles E. Martin, State Teachers College (Salem); M. Carey Smith, American International College; Catherine E. Tilson, Alma College; Alice Wolfram, University of Michigan; Patricia Zielinski, University of Detroit; Richard E. McDonald, Wayne State University; John E. Kraer, Michigan State University; Nancy Wierenga, Western Michigan University; Ruth A. Platzke, Northern Michigan College; George L. Hewitt, Central Michigan College; Bette Hagendarth, Nazareth College; Normajean Johnson, Eastern Michigan College; Gloria Lopez, College of Saint Scholastica; Wendell L. Jahnke, State Teachers College (Mankato); Armi K. Nelson, University of Minnesota; Jeanette A. Rehkamp, St. Cloud State College; Mary Kay Hanten, The College of St. Catherine; Paul R. Miller, Macalester College; Charlene A. Lind, Gustavus Adolphus College; Fe Perez, College of Saint Teresa; LaVonne J. Tews, State Teachers College (Winona); Harold R. Gore, Delta State College; Virginia Lusk, Mississippi Col-

lege; Virginia Herron Smith, Mississippi State College for Women; Dolores Thomas, Mississippi Southern College; Bettie Jean Lippincott, Mississippi State College; Mary Clyde Payne, University of Mississippi; Patsy Joan Crites, Southeast Missouri State College; Janet Marie Heavin, Central College; Orneice Clendon, Lincoln University; Lorraine Jerome, State Teachers College (Kirkville); Karen Kardner Arms, Northwest Missouri State College; James Hodge, Central Missouri State College; Ellen F. Haugen, Montana State University; Ethel E. Payton, State Teachers College (Kearney); Carol Ann Link, University of Nebraska; Virginia Durichek, Union College; Richard J. Kapperman, Peru State Teachers College; Rochelle Josephson, State Teachers College (Montclair); Lillian M. Baka, Paterson State Teachers College; Ann E. Dorrentino, Trenton State Teachers College; Evelyn Brannon, University of New Mexico; Francis W. Shippe, New Mexico Highlands University; Johnnie Ramons Perez, New Mexico Western College; Joan Ann Rendert, New York State College for Teachers; Mary Agnes Shapley, D'Youville College; Salvatore D. Catalano, Siena College; Evelyn Parker, City College of New York; Patricia O'Grady, College of Mount Saint Vincent; Irene Sperber, Hunter College; Glenna Lee Carpenter, Teachers College, Columbia University; Barbara Foss, Nazareth College; Kathleen Cyphert, Saint Bonaventure University; Joan Marie Guididas, Notre Dame College; Robert Sturge, Syracuse University; Robert E. Strickland, Appalachian State Teachers College; Ruedean Gist, Barber-Scotia College; Juanita C. Gregory, North Carolina College at Durham; Mary Frances Lawrence, The Woman's College, UNC; Martha Ann Johnson, East Carolina College; Adam Shaw, St. Augustine's College; Joan M. Roberts, University of North Dakota; Donald W. McGillis, State Teachers College (Mayville); Dale Peterson, State Teachers College (Valley City); Beverly J. Gates, The University of Akron; Virginia Smith, Ohio University; Daniel D. Duricy, Bowling Green State University; Norman Aukerman, University of Cincinnati; Pauline Bloomquist, Fenn College; Pauline Lillian Saare, Capital University; Judith Anne Gault, The Ohio State University; William Showerman, Findlay College; Violet E. Bogges, Kent State University; Patricia Blossom, Miami University; Barbara Louise Miller, Wittenberg College; Marcia I. Bruggeman, University of Toledo; Dorothy Irene McClearn, Central State College; Melba Hodges, Oklahoma College for Women; Beverly

# UBEA—SMEAD

## Award Winners (Continued)

Heath, Central State College; Nola Sue Beall, University of Oklahoma; Betty Salwaechter Higbie, Oklahoma City University; Carole L. Madden, Oklahoma Agricultural and Mechanical College; Janelle Jameson, Tulsa University; Carol McDonald, Oregon State College; Patricia A. Deeney, University of Oregon; Lane Morrison, Eastern Oregon College; James B. Creasy, State Teachers College (Bloomington); Audrey Waterman, Thiel College; Nancy Ellen Smith, Grove City College; Lillian Fedick, Immaculata College; A. E. Drumheller, State Teachers College (Indiana); Harriet A. Love, Bucknell University; Ruth Kafirissen, Temple University; Margaret Louise Desterbecq, Duquesne University; Joan Coprich, Carnegie Institute of Technology; Lois Wise, University of Pittsburgh; Ronald E. Crimm, State Teachers College (Shippensburg); Janice W. Hyson, The Pennsylvania State University; Barbara A. Saze, Wilkes College; Rafael Vega Amaral, University of Puerto Rico; Betty

Yvonne Woll, University of South Carolina; Vivian Ruthven, Coker College; Johnnie Lawton, Jr., South Carolina State College; Frances Eugenia King, Winthrop College; Kathleen Gunderson, University of South Dakota; J. F. Burney, Austin Peay State College; Mary Hudgens Leech, Tennessee Polytechnic Institute; Uleda M. Merriweather, Lane College; Trula McMahon, East Tennessee State College; Patricia Taylor, University of Tennessee; Eugene C. Calloway, Memphis State University; Martha Davis Moorehead, Middle Tennessee State College; Dorothy Dolores Wood, Tennessee A. and I. State University; John C. Tootle, George Peabody College for Teachers; Shirley Klein, University of Texas; Marilyn Butler, West Texas State College; Margaret H. Johnson, North Texas State College; Frances Ann Peeks, Texas State College for Women; Zelda W. Mosley, Texas Southern University; Jo Ann Miller, University of Houston; Jeanette Quinn, Sam Houston State Teachers College; La Verne Dierschke, Texas Technological

College; Roland G. Buckner, Southwest Texas State Teachers College; Marilyn Lee Horton, Baylor University; Jay Dee Hendrichs, Utah State Agricultural College; Helen Wood, Brigham Young University; Jane Irvine, University of Utah; Marilyn Ruth Jensen, University of Vermont; Andrew J. Gordon, Virginia Polytechnic Institute; Anna Marie Hollowell, Madison State College; Priscilla Carolyn Banks, Virginia State College; Nancy Calvert, Richmond Professional Institute; Robert Barclift, Eastern Washington College of Education; Paul Lambertsen, Central Washington College of Education; Carol Hoffman, University of Washington; Rita Anderson, Concord College; William Hazilton Gaunt, West Virginia Wesleyan College; Denny Lee Bodnar, Davis and Elkins College; Phil Suiter, Marshall College; Madge Wilson Ryan, West Virginia Institute of Technology; Nancy J. Loken, University of Wisconsin; Marvin J. Cira, Marquette University; Carolyn C. Mueller, Wisconsin State College; and Elizabeth Strannigan, University of Wyoming.

*Top Left: Mrs. G. J. Plunkett, Southern University, Baton Rouge, Louisiana; Sameula V. Totty, Director of the Division of Business; Anna Tabor, Award winner; and K. G. Keeys, member of the staff; examine the leather binder presented by the Smead Manufacturing Company. Top Center: Blanche Flipper, Savannah State College, Georgia, receives congratulations from Robert C. Lang, Head, Department of Business Education, on her achievement. Top Right: Jeanette A. Rehkamp, St. Cloud State College, St. Cloud, Minnesota, proudly displays her certificate as Audra Whitford and C. E. Daggett, Chairman, Division of Busi-*

*ness, look on. Bottom Left: Mary C. Pinkston, Head, Division of Business Administration, Tennessee Agricultural and Industrial State University, Nashville, presents the UBEA-Smead Award to Dorothy Wood. Bottom Center: Adaline D. Jones, acting head, Department of Business Education, Capital University, Columbus, Ohio, makes presentation of the certificates and gifts for outstanding achievement to Pauline Lillian. Bottom Right: James A. Boyer, President of St. Augustine's College, Raleigh, North Carolina, poses with winner, Adam T. Shaw.*



# AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

*The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA region which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.*

## AFFILIATED ASSOCIATIONS

Alabama Business Education Association  
Arizona Business Educators Association  
Arkansas Education Association, Business Education Section  
California Business Education Association  
Chicago Area Business Educators Association  
Colorado Business Education Association  
Connecticut Business Educators' Association  
Delaware Commercial Teachers Association  
Florida Business Education Association  
Georgia Business Education Association  
Greater Houston Business Education Association  
Idaho Business Education Association  
Illinois Business Education Association  
Indiana State Teachers Association, Business Education Sections  
Iowa Business Education Association  
Kansas Business Teachers Association  
Kentucky Business Education Association  
Louisiana Business Education Association  
Maryland Business Education Association  
Minnesota Business Education Association  
Mississippi Business Education Association  
Missouri State Teachers Association, Business Education Section  
Montana Business Teachers Association  
Nebraska Business Education Association  
Nevada Business Education Association  
New Hampshire Business Educators Association  
New Jersey Business Education Association  
New Mexico Business Education Association  
North Carolina Education Association, Department of Business Education  
North Dakota Business Education Association  
Ohio Business Teachers Association  
Oklahoma Business Education Association  
Oregon Business Education Association  
Pennsylvania Business Educators Association  
Philadelphia Business Teachers Association  
St. Louis Area Business Educators Association  
South Carolina Business Education Association  
South Dakota Business Education Association  
Tennessee Business Education Association  
Texas Business Education Association  
Tri-State Business Education Association  
Utah Business Teachers Association  
Virginia Business Education Association  
Washington (Eastern, Central, and Western) Business Education Associations  
West Texas Business Teachers Association  
West Virginia Education Association, Business Education Section  
Wisconsin Business Education Association  
Wyoming Business Education Association

## UBEA REGIONAL ASSOCIATIONS

Southern Business Education Association  
Western Business Education Association  
Eastern Region of UBEA  
Central Region of UBEA  
Mountain-Plains Business Education Association

## SOUTHERN REGION

### Tennessee

"Timesavers in the Teaching of Short-hand" was the title of the keynote address at the Middle Tennessee Business Education Association, which met in Nashville, October 18. Elise Davis, professor of business education, University of Tennessee, Knoxville, was the speaker.

Mrs. Willie Huddleston, Cookeville, retiring president, presided at the meeting which included the election of new officers. Elected for the 1957-58 year were Christine Stroop, Austin Peay State College, Clarksville, president; Louise Sutherland, Charlotte High School, Charlotte, vice president; and Charles Nix, West High School, Nashville, secretary-treasurer.

### Florida

The sixth annual Florida Business Education Association work conference was held in September with D. D. Lessenberry, University of Pittsburgh, Pennsylvania, as consultant.

Discussions were held on problems in teaching clerical practice, transcription, business English and first- and second-year typewriting.

Leon Ellis, president of the association, served as host for the Friday evening dinner at which Dr. Lessenberry spoke on the "Role of the Business Teacher in the Classroom."

## CENTRAL REGION

### Iowa

A one-day workshop was held recently with representatives of the Iowa Business Education Association and field supervisors in the office of the Iowa Superintendent of Public Instruction.

Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls; Jane Ealy, Des Moines; William Masson, State University of Iowa, Iowa City; Frances Merrill, Drake University, Des Moines; Harland Sampson, Iowa State Teachers College, Cedar Falls; and Helen Wheeler, Des Moines; represented the association.

## WESTERN REGION

### Nevada

The Nevada Business Education Association is the newest affiliate of the United Business Education Association. John Caserta, Reno High School, president of the association, has announced that the association will sponsor an organizational and membership drive at each of the district institutes to be held this year. Preferences for a statewide organization or several district organizations will be determined as well as approval or disapproval of the proposed constitution.

Other officers of the association are: vice president, Beverly Linnecke, Reno; secretary, Mary Jones, Hawthorne; and treasurer, Tony Savenelli, Fallon.

### California

The Los Angeles Chapter of the California Business Education Association opened its fall activities on October 26 with an institute and a luncheon honoring new business education teachers. A. P. Polyzoides, columnist and lecturer, spoke on "American Business in a Changing World."

A panel on "International Business Education" was led by Hope Powell. The officers of the chapter are Al Desrosiers, president; Helena Hilleary, vice president; Bob Weekes, treasurer; and Vivian Sheldon, secretary. The publicity chairman is Rosalyn Abel.

### Arizona

Experienced leaders in business will be featured at the Arizona Business Educators Association annual meeting, November 9, at Tucson.

The theme is "The Businessmen Speak." Lloyd Hubbard of IBM will speak at the luncheon on "Automation and Business."

Officers of the association are H. J. Langen, University of Arizona, Tucson, president; Wayne White, Arizona Eastern Junior College, Thatcher, vice president; and Wanda Nicoson, Pueblo High School, Tucson, secretary-treasurer.



## IN ACTION

### EASTERN REGION

#### Tri-State

"Partly Psychological" has been chosen as the topic of the Tri-State Business Education Association meeting scheduled for Pittsburgh, Pennsylvania, on November 15 and 16.

L. Kathryn Dice, supervisor of special education for the Pennsylvania Department of Public Instruction, will address the group on Friday evening. Her topic will be "Staying Alive As Long As You Live."

Sectional meetings, considering the applicable elements of psychology, will be held Friday evening and Saturday morning. Participants are to include the following: Peter L. Agnew, New York University, New York City; H. H. Green, Northwestern University, Evanston, Illinois; Alan C. Lloyd, McGraw-Hill Book Company, New York City; and R. D. Cooper, South-Western Publishing Company, Cincinnati, Ohio.

A special feature of the Saturday morning program will be the lecture-demonstration on "Creative Problem Solving" by Sidney J. Parnes, director of creative education, University of Buffalo. The first meeting of a section for students and beginning teachers called "Clinic for Beginners" is scheduled. D. D. Lessenberry, University of Pittsburgh, will act as chairman of the advisors for this group.

### MOUNTAIN-PLAINS REGION

#### Texas

Hamden L. Forkner, Teachers College of Columbia University, will be the guest speaker at the Texas Business Education Association meeting November 29, in Dallas. His topic will be "Do We Dare to Venture?"

Ruth I. Anderson is the new executive secretary of the association. She accepted the position when Loyce Adams resigned to continue work toward a doctorate.

### CALENDAR

#### November

Central Region of UBEA meeting with Wisconsin Business Education Association, Milwaukee, November 7-8

Eastern Region of UBEA meeting with New Jersey Business Education Association, Atlantic City, November 8

Southern Business Education Association, a Region of UBEA, Brown Hotel, Louisville, Kentucky, November 28-30

Arizona Business Educators Association, Tucson, November 9

Arkansas Education Association, Business Education Section, Little Rock, November 7-8

Chicago Area Business Educators Association, November 23

Iowa Business Education Association, Des Moines, November 7

Kansas Business Teachers Association, Topeka, November 8

Louisiana Business Education Association, Shreveport, November 25

Mississippi Business Education Association, University, November 2

Missouri State Teachers Association, Business Education Section, St. Louis, November 8

New Jersey Business Education Association, Atlantic City, November 8

South Dakota Business Education Association—Eastern Region, Mitchell, November 7; Western Region, Rapid City, November 8

Texas Business Education Association, Dallas, November 29

Tri-State Business Education Association, Pittsburgh, Pennsylvania, November 15-16

Virginia Business Education Association, Richmond, November 1

Wisconsin Business Education Association, Milwaukee, November 7-8

#### December

Oregon Business Education Association, Portland, December 13-14

Pennsylvania Business Educators Association, Harrisburg, December 27

#### February

Joint meeting of UBEA Divisions—National Association for Business Teacher Education, UBEA Research Foundation, Administrators Division of UBEA and International Division of UBEA—Conrad Hilton Hotel, Chicago, February 20-22.

# AJUSTRITE



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# The Mountain-Plains News Exchange

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## HOUSE ELECTED PRESIDENT

The Mountain-Plains Business Education Association met with members of the United Business Education Association from all over the United States for the Centennial Celebration for Business Education in Dallas, Texas, June 19-22. The retiring MPBEA President, Dorothy Travis of Grand Forks, North Dakota, presided at the special MPBEA luncheon which closed the convention. Following the feature address, "What Do We Do Now?—A Probe Into the Future" by Hamden L. Forkner, Miss Travis presented the president-elect, Wayne House, University of Nebraska, Lincoln. The other 1957-58 officers are F. Kendrick Bangs, University of Colorado, Boulder, vice president; Ruben Dumler, St. John's College, Winfield, Kansas, treasurer; and Agnes M. Kinney, North High School, Denver, Colorado, executive secretary.

## ALONG THE TRAIL

**Graduate Work.** Arlon McNeeley of Springfield, Wendall McNeeley of Pickstown, and Georgeann Kykstra of Avon attended the summer session at the University of South Dakota, Vermillion. . . . William Finley, Walnut, Kansas, is serving as a graduate teaching fellow in secretarial science at the University of Denver. . . . Thelma Olson, Brookings, UBEA membership chairman for South Dakota, attended the summer session at the University of Colorado. . . . The following persons have been awarded graduate teaching assistantships in the Department of Business Education at Oklahoma State University, Stillwater, for the 1957-58 school year: Delores Harman, Elmore City; Rubye Lea Hodges, Lawton; Travis Hyde, Sawyer; Barbara Millsap, Pawhuska; Margaret Purcell, Pryor; and Rosamond Cummings, Columbus, Mississippi. . . . Gordon Culver, Oklahoma State University, is continuing graduate study at the University of Nebraska this semester. . . . A. F. Knapper, University of Kansas, spent the summer months at the State University of Iowa, Iowa City, working toward the doctorate. . . . Ramon Warmke, Colorado State College of Education, Greeley spent the past summer doing doctoral work at the University of Minnesota. . . . Geraldine Ebert has returned to her position at Eastern New Mexico University, Portales. She spent the spring and summer sessions in doctoral study at the University of Oklahoma. . . . Ethel Hansen and Charles Peterson, Kansas State Teachers College, Emporia, are on leave this year to pursue doctoral work at the University of Minnesota. . . . Kenton Ross is on leave from the Tulsa public school system for graduate study at U.C.L.A. . . . Kenneth Hillier, Kansas State Teachers College, Pittsburg, is on leave for doctoral study at Oklahoma State University.

**New Degrees.** Thomas Foster completed the Ed.D. degree at the University of Nebraska. He is a member of the staff at Long Beach (California) State College. . . . Lydia Lekai, Eldon Lorenzen, Dorothy Hamilton, and Donald Nelson were granted the M.E. degree by the University of Nebraska,

Lincoln, at the summer session commencement. . . . Eleven master's degrees in business education were awarded by Kansas State Teachers College, Emporia. They included the following from Kansas: Merlyn Blomberg, Marquette; Mary Paul, Turner; Raymond Luthi, Madison; Winfred McClanahan, Argonia; Donald Rickner, McPherson; and Mary Wilson, Arkansas City. Three others who received the master's degrees included Vyrl Burghart who is teaching at El Cajon (California) High School; George Crawford, Jacksonville (Alabama) State Teachers College; and Richard Hawk, Field Services, at Emporia. . . . Marvin Devig, who received the master's degree from the University of North Dakota, accepted a position as instructor in business education at Southwest Texas State College, San Marcos. . . . Robert Bender was granted the Ed.D. degree by the University of Denver. . . . The following persons received the master of science degree with a major in business or distributive education at Oklahoma State University, Stillwater: Christa Carlton, Veda Gingerick, Francis Hilburn, Harry Jacobs, Roberta Havner, Charles Pine, John Pate, Beth West, and Zola Gilmore. . . . Recent business education graduates at the University of South Dakota include: Norma Ballhagen, Beresford, Edice Blue, Mukling; Dorothy Schroeder, Mitchell; Ernest Edwards, Wattertown; Shirley Brown, Tripp; Grace Vondel, Yankton; Catherine Noak, Madison; and Ivan Krueger, Norfolk, Nebraska. . . . The following business teachers received master's degrees from the University of Denver: Allen Berardi, Kern County, California; Bertha Wilson, Anaheim, California; Eleanor Brown, Denver; Donald Duell, Englewood, Colorado; Marilyn Berg, Omaha, Nebraska; Alice McCutcheon, Adam City, Colorado; Helen Garrett and Katherine Gould, Denver; Lyda Kelley, Paducah, Texas; Helen Lundstrom, Utah State University; and Nathan Rosenberg, Dependent School, Japan. . . . Master's degrees in business education were awarded by Kansas State Teachers College, Pittsburg, to the following business teachers: Joan Fitzgerald, Manhattan; Sister Edward, Parsons; Everette Parks, Garnett; Robert Nighswonger, Severy; Villora Rochold, Edgerton; Harold Stafford, Merriam; Sister Cyrilla, Pittsburg; and Barbara Anderson, Carlsbad, New Mexico. . . . Dorothy Sanaham received the M.B.E. degree at the University of Colorado and has joined the staff as a full-time instructor. . . . Shirley Myers, instructor in the Secretarial Training Department at the University of Wichita, completed the M.A. degree at Northwestern University in August 1957.

**New Addresses.** Herbert Schimmelpfennig, MPBEA Executive Committee member from North Dakota, formerly of Mohall High School, has gone to Bismarck Junior College. . . . Mike Killian, who completed the master's degree at the University of Kansas this past year, is teaching at Torrance, California. . . . Ruth Woolshlager, formerly of the New York State College for Teachers at Albany, has joined the staff in the Business Education Department at the University of North Dakota. She is teaching bookkeeping, social business, and several graduate courses. . . . Donald Aase, a candidate for the doctorate in business education at the University of North Dakota, has accepted a position as assistant professor

of business education at Chico (California) State College. . . . Arthur Nelson, formerly of the North Dakota State Teachers College, Minot, accepted a position at Mankato (Minnesota) State College. . . . Shirley Nelson, a graduate of Concordia College, Moorhead, Minnesota, has joined the secretarial staff of North Dakota School of Forestry, Bottineau. . . . Richard Reichert, formerly principal and business teacher at St. Marys (Kansas) High School, has been added to the staff at Kansas State Teachers College, Emporia. . . . Rex Ramey, president of the Western Division of Colorado Business Education Association and former business teacher at Delta, has accepted a position as principal of the Hotchkiss (Colorado) High School. . . . A new part-time member on the secretarial staff at the University of Houston is Florene Watson, formerly of Beaumont, Texas. . . . New staff members at Kansas State Teachers College, Pittsburg, include: LuVella Steuek from Fort Dodge (Iowa) Junior College; Charles Reilly and Denmark Cope, both from the University of Kansas; and William Kincaid from Pueblo (Colorado) College. Zola Gilmore is now at Panhandle A & M College, Goodwell, Oklahoma. . . . Esther Knutson has joined the secretarial training staff at the University of South Dakota. . . . Bobby Griffith, formerly on the staff at Panhandle A & M College, Goodwell, Oklahoma, has accepted a position at West Texas State College, Canyon. . . . Some recent changes in Colorado include the following: Lorraine Azar to Trinidad Junior College; Lawrence Brandon, Huerfano High School; William Hammond, Pueblo Junior College; Lorene McConnell, Woodrow High School, Denver; Mercedes Trujillo, Pagosa Springs High School; Clarice Welton, Aurora High School; Barbara Betz, Lutheran High School, Denver; and Jareen Barkdoll, Englewood. . . . Helen Suhr is now teaching at Southeast High School, Lincoln, Nebraska. . . . Alice Lombardo has accepted a position at West Point, Nebraska. . . . Recent graduates of the University of Nebraska who are teaching in the state are: Delores Fangmeir, Hooper; Marilyn Dow, Northeast High School, Lincoln; Joyce Roll, Friend; Marjorie Schlegel, Seward; Marian Clark, Fullerton; Maryelare Dodson, Elmwood; Merlyn Doebling, Neligh; Sue Herbeck, Sidney; and Sharon Toner, Nebraska City. Jerry Ramsdell, another graduate, has accepted a position in the high school at Adams City. . . . Helen Cole, former chairman of the Department of Business Administration and Economics at Midwestern University, Wichita Falls, Texas, has accepted a position as dean of women at Coalinga College, California. . . . Gordon Culver has moved from Oklahoma State University, Stillwater to University of Nebraska, Lincoln. . . . Edna Gregg's new address is School of Business Administration & Economics, East Tennessee State College, Johnson City, after moving from Baylor University, Waco, Texas. . . . Frances Muller, Beresford, South Dakota is now in El Paso, Texas, with the married name of Mrs. Melvin Simon.

**Here and There.** The new teachers' guide for business education for use in the high schools of North Dakota has been completed and was presented to the teachers of the state at the annual meeting of the North Dakota Business Education Association in October. A group of outstanding business teachers has been working on the preparation of this guide for the past two years. . . . Ramon Heimerl, Colorado State College of Education, Greeley, has completed *Consumer Living*, Second Edition, due for publication in January, 1958. . . . A new School of Business Building has been completed at the University of South Dakota, Vermillion. . . . Gerald Porter, University of Oklahoma, Norman, and John Binnion, University of Denver, Colorado, have been selected as co-chairmen of the NABTE convention program scheduled for

Chicago on February 20-22. . . . Carlos K. Hayden, Department of Business Education and Secretarial Administration at the University of Houston, Texas, has been elected to the Institute for Certifying Secretaries. . . . W. A. Nielander has resigned as Dean of the College of Business Administration at the University of Wichita, Kansas, to accept a position at Case Institute of Technology, Cleveland, Ohio. Jack Hey-singer, former Assistant Dean at the University of Kansas, has been appointed as Dr. Nielander's replacement. . . . F. Kendrick Bangs, University of Colorado, Boulder, was a guest lecturer as the Advanced Institute of the American Association of Medical Record Librarians in Chicago. . . . The business education majors at the University of Colorado, Boulder, and the University of Denver, held a joint picnic during the summer. . . . Doris Howell Crank, Senior High School, Champaign, Illinois, and Vern Frisch, New Rochelle High School, New Rochelle, New York, were visiting professors in the Department of Business Education, University of North Dakota, Grand Forks, this past summer. . . . Sixteen teachers from the Houston, Texas, schools attended the Centennial Celebration for Business Education in Dallas. . . . Twenty-one students have started work in the new doctoral program at Colorado State College of Education, Greeley. . . . John Rowe, who was hospitalized this summer, has returned to his duties at the University of North Dakota, Grand Forks. . . . The name of Oklahoma A. & M. College has been changed to Oklahoma State University and the School of Business to College of Business. . . . The University of South Dakota, Vermillion, is offering two new degrees: Master of Business Teacher Education and Master of Business Administration. . . . The graduate program in the Department of Business Education, University of North Dakota, Grand Forks, now in its second year, doubled its enrollment during the past summer session. . . . Wayne House assumed his new duties as chairman of the Department of Commercial Arts, University of Nebraska, Lincoln, in September. Luvicy Hill, who has been at the University since 1922, will remain on the staff. . . . L. L. Via, formerly of Northern Montana College, Havre, has been added to the secretarial science staff of the University of Denver. . . . Arthur Tschetter, formerly head of the secretarial training at Southern State Teachers College, Springfield, South Dakota, is now administrative assistant at that college. Marvin Schamber of Alexandria replaces Mr. Tschetter. . . . Lillian Simonette, Huron, South Dakota, president of the South Dakota Business Teachers Association, attended summer session at Colorado State University, Fort Collins. . . . Ralf J. Thomas, Kansas State Teachers College, Pittsburg, and Louise Keller, West High School, Wichita, Kansas, served as the business education consultants for the three-day Sedgwick County Teachers Institute. . . . The tenth Annual International Business Education Conference was held at the University of North Dakota, Grand Forks, on June 27 and 28. More than 300 business teachers attended from thirty states and four Canadian provinces. . . . Victor Hiatt of Kansas State Teachers College, Emporia, conducted a shorthand workshop at the University of Denver, Colorado, during the summer. . . . Business teachers from the Houston area attended a three-day clinic sponsored by the Department of Business of the University of Houston, Texas, with James Crawford as the guest lecturer. . . . Dr. and Mrs. Ramon Heimerl are taking the fall quarter for a sabbatical leave from Colorado State College of Education, Greeley. They plan to tour Hawaii and parts of the United States. . . . E. C. McGill of Kansas State Teachers College, Emporia, taught graduate classes in business education at the University of Hawaii, Honolulu, in the summer session.



# The Future Business Leader

For Sponsors and Advisers  
of FBLA Chapters

## Kentucky Chapter Wins National Contest

*Stressing the importance of proper preparation for entrance into business is among the major purposes of the Future Business Leaders of America. One of the facets of a good business leader is the ability to express his ideas with ease and confidence.*

Kentucky's State Chapter of FBLA won the public speaking competition at the National FBLA Convention in Dallas. The Chapter was represented by Jerry Severns from Paducah. Second place in the contest went to the Oregon State Chapter, represented by Sue Githens from Taft.

Winners from each of the five regional contests competed for top honors in this event. Each contestant must prepare his own material, using some part of the FBLA Creed as the theme for his speech. Public speaking is one of several events conducted at the local, state, and national level to prepare students for participation in business.



### IF WE BELIEVE

By JERRY SEVERNS  
Paducah, Kentucky

**I believe in my own ability to work efficiently and to think clearly, and I pledge myself to use these abilities to make a better place for everyone.**

OUR CREED, the creed of the Future Business Leaders of America, states many of our beliefs as members of this organization. Among these beliefs is one which states "I believe in my own ability to work efficiently and to think clearly." Without this belief, business as we know it would not be. Although today's business is carried on by groups of people, the beginning was brought about by individuals who believed in their ability to work and to think.

One of the world's largest corporations was started by one man. Henry Ford believed in his own ability strongly enough to continue, although he experienced many failures. People laughed at him and told him he was crazy. Nothing but deep belief in himself could have carried him on. Today, many people owe their jobs and their new form of life to Henry Ford, a man who believed in his own ability to work efficiently.

Educators recognize that belief in one's ability to work efficiently is all important for a better world tomorrow. Modern teaching proves this. In our early years of schooling we were taught how to do things. As we grew older and our realm of capabilities increased, we were given assignments and left on our own to carry them out. This modern method of teaching helps and permits us to use our abilities and to believe in them.

Believing in our own ability to work efficiently and to think clearly, we will not be left behind by a world of confusion and turmoil. Individual ability determines what will happen tomorrow in world advancement.

Not too many years ago a few people were considered to be brilliant leaders in business. Today, even though we still have great leaders, special ones are not noted as they were because of one thing—the increased ability of more individuals through modern schooling and training.

People who are remembered as great were far above their contemporaries in some field of endeavor. Today to be great, we must be extra great because the individuals around us are high in their abilities. More and more we are becoming great as a nation because we believe in our ability to work efficiently and to think clearly and we are using this ability.

Famous men in all fields have had one thing in common. Like Henry Ford, they have believed devoutly in their ability to do what they were doing. When we believe in our ability as Henry Ford and these others did, we will be great also.

People who believe in their ability and use it to make America a better place for everyone cannot be overlooked in any field. Capable people, with ability to work efficiently, lower unemployment over the United States. Individuals with ability to work efficiently and to think clearly are always in demand by businessmen. Efficient workers cut down wasted work and lost time, saving employers money, and thus increasing individual wages. Yes, people who believe in their ability to work efficiently and to think clearly are invaluable to employers.

Tomorrow's business leaders must be capable workers and leaders. They must believe in their ability to work efficiently and to think clearly. Thinking clearly includes many things. Clear thinking means deep thinking and positive thinking. Positive thinking is vital to good business. Business recessions and depressions come about partly because of negative thinking. Through our schools and through FBLA Chapters we learn clear and positive thinking. We become aware of the necessity of these qualities to good business.

Finally, after we believe in our ability we must use it to make America a better place for everyone. Learning how we can put our ability to work for the greatest benefit to all takes much thought and study. This is where the FBLA organization can serve us in the greatest way. By talking to our sponsors and fellow members we gain valuable information which will be of great help to us. Club activities give us a chance to put our ability to work. Thus we can get a good idea about the best way in which we can use our abilities.

Business takes all kinds of workers. We cannot all be executives nor can we all be secretaries. By careful study of our abilities and talents we will find just where we will fit in tomorrow's world of business. Through regular courses and through the FBLA we hope to orient and prepare ourselves for tomorrow.

The basis of all ideals of FBLA can be brought down to one thing. *Belief!* We must believe in our ability to work efficiently and to think clearly. If we believe in something, we have faith in it. To have faith is to have everlasting life. Let's believe in our ability and have faith that tomorrow's business will be improved because of better prepared leaders from FBLA.

### General Clerical

(Continued from page 24)

experience in typewriting from dictation. Perhaps even more important, they should be taught to compose at the typewriter.

6. *Composition and routine letters.* Many clerical workers are called upon to answer routine letters. They may be required to perform this assignment with or without special instructions or suggestions. The worker who can handle this assignment is sure to receive recognition and rapid advancement on the job.

7. *Envelopes, cards, and labels.* This activity should include instruction on the efficient operation of the service mechanism of the typewriter and typewriting on different sizes of paper and cards. Students should be taught the proper methods of chain feeding cards and envelopes, with the emphasis being upon economy of time and motion.

8. *Multiple-copies.* Business usually requires more than one copy of any given item. Students should be given instruction and experience in assembling carbon packs efficiently and quickly. They should also be given experience in typewriting forms with snap-out carbons.

9. *Erasing techniques.* Failure to make good corrections or changes in copy is a common weakness of many clerical workers. Students should be given instruction and experience in correcting errors on various grades of paper, and in typewriting multiple copies. They should be taught to patch stencils so that corrections or change of copy can be accomplished without redoing the stencil.

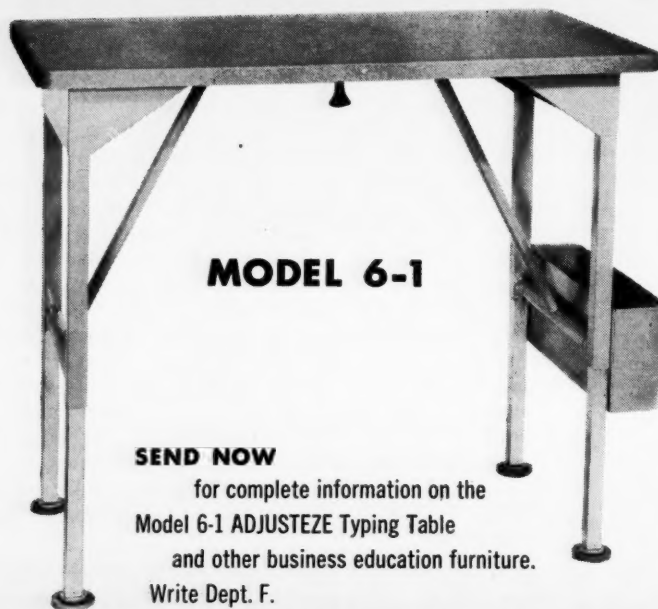
10. *Proofreading.* This is an important skill to be acquired and one which cannot be overemphasized. Students should be taught how to find errors and the importance of accuracy in the final copy.

11. *Organization and flow of work.* Increased production can often be attained through the proper organization and handling of materials. The students should be taught actual desk arrangements for performing the various typewriting tasks as well as the basic principles which should govern any good arrangement. Emphasis should be upon the economy of time and motion.

The typewriting duties of the beginning clerical worker have been well defined through research. The activities discussed in this article are those which are performed most frequently by beginning clerical workers. The specific activities and experiences, however, should be determined by a survey of the local community.

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